

Utah Prevention Needs Assessment (PNA) Survey



The Utah PNA Survey is part of the Student Health and Risk Prevention (SHARP) Survey Project

State Report 2007

Sponsored by:

Utah State Office of Education;
Department of Health;
Department of Human Services,
Division of Substance Use and
Mental Health

Conducted by:

Bach Harrison, L.L.C.

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The staff of Bach Harrison, L.L.C. would especially like to thank Brenda Ahlemann and Craig PoVey, of DSAMH, for their support and efforts in promoting the Prevention Needs Assessment Survey and the Risk and Protective Factor Model of Prevention. Claudia Bohner, Department of Health; Verne Larsen, USOE; and Brenda and Craig were all very helpful in overseeing the survey effort at the school district and Planning District levels, developing interest in the survey, and ensuring the cooperation of superintendents and regional prevention specialists. We also would like to thank State Superintendent, Dr. Patti Herrington, and all superintendents of participating schools for their support of the survey process.

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Executive Summary

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2007 to Utah public school students primarily in grades 6, 8, 10, and 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. This was the third administration of the SHARP Survey Project, with the first administration occurring in the spring of 2003. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved the surveying of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Local Substance Abuse Authority (LSAA) Regions.

The SHARP Survey Project was sponsored by the Utah State Office of Education; Utah Department of Health; and the Utah Department of Human Services, Division of Substance Abuse and Mental Health. These three state agencies contracted with Bach Harrison, L.L.C. to conduct the survey.

The PNA survey was administered primarily to students in grades 6, 8, 10, and 12 throughout Utah and was completed by 62,964 students in grades 6 through 12 (48,208 students in grades 6, 8, 10, and 12). The YTS sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 12 State Health Districts. The YRBS sample was chosen to represent Utah students in high school (grades 9 through 12) only. This Executive Summary presents highlights from the *2007 Utah Prevention Needs Assessment Survey State Report*.

The PNA Survey is designed to measure the need for prevention services among youth in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the

factors that place them at risk for substance use and other problem behaviors, along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

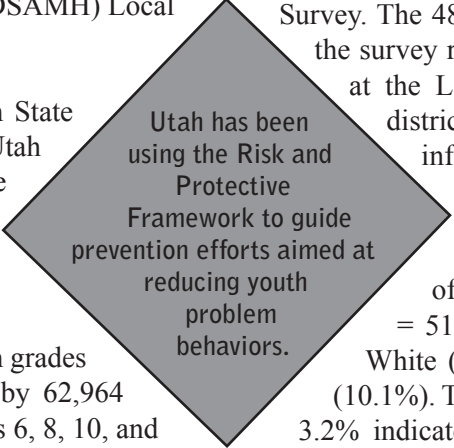
Participation by Utah Youth

Thirty-eight (38) of the 40 school districts in Utah participated in the PNA Survey. The 48,208 6th, 8th, 10th, and 12th grade students who completed the survey represent a large enough sample to plan prevention programs at the LSAA Region level and school district level. Some school districts chose to survey enough students to obtain more detailed information for planning and evaluating prevention services at the local level.

For the Utah PNA Survey, there was nearly an equal number of males and females who took the survey in all grades (female = 51.7% and males = 48.3%). The majority of respondents were White (70.0%), with the next largest ethnic group being Hispanics (10.1%). The other ethnic groups accounted for 9.8% of the respondents, 3.2% indicated they were multi-racial, and 6.9% reported an unknown race.

The Risk and Protective Factor Framework

Utah has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard



Utah has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

In order to make the results of the 2007 Utah PNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. A detailed description of how the profiles were developed is contained in Appendix E of this *2007 Utah Prevention Needs Assessment Survey Report*. Comparisons can be made between youth in Utah and youth from seven additional states who have taken the same survey. The survey results from Utah and the seven other states

across the United States were used to develop the 8-state norm. The 8-state norm provides a more national comparison for state PNA Survey results.

An example of the substance use rate profiles, antisocial behavior profiles, and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, 3, and 4. The samples are for 10th grade students in Utah who completed the survey. Similar profiles have been developed for the individual grades (6, 8, 10, and 12), and were sent to each participating school district. These profiles allow prevention planners to more precisely target prevention interventions.

Rates of 10th grade ATOD use and antisocial behavior can be seen in Figure 1 on page x. Tenth grade students have higher rates of lifetime use and 30-day use for alcohol than any other substance. As for Antisocial Behaviors (Figure 2), for 10th grade students, the highest reported antisocial behavior was being drunk or high at school.

Being drunk or high at school was the highest frequency antisocial behavior engaged in by 10th grade students.

Figure 3 shows the percentage of Utah 10th grade students who are at risk for problem behaviors compared to the 8-state norm. Utah 10th graders generally have lower levels of risk compared to students in other states. As can be seen in the risk profile chart (Figure 3), most scales for Utah 10th grade students were significantly lower than the 8-state level. The only scale that was similar to the 8-state norm was Family Conflict. The scales with the lowest percentage of youth at risk were Gang Involvement, Laws and Norms Favorable to Drug Use, Parent Attitudes Favorable to Drug Use, and Intention to Use Drugs.

For all protective factor scales, Utah 10th grade students also report a higher level of protection (Figure 4) than students from the 8-states. The areas with the highest protection are Religiosity, Community Opportunities for Prosocial Involvement, Interaction with Prosocial Peers, and Peer/Individual Rewards for Prosocial Involvement.

Substance Use Rates

Throughout the 2007 Report, tables are also used to show information. For example, Table 1 shows the percentages of Utah youth in the 6th, 8th, 10th, and 12th grades who used the 15 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The results of the Utah survey are also compared to a national survey that is conducted each year by the University of Michigan called Monitoring the Future (MTF). The 2006 MTF use rates are the most recent results available for comparison. MTF also only surveys students in the 8th, 10th, and 12th grades.

When looking at the Utah and MTF lifetime survey results (Table 1), significantly fewer Utah survey participants in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, inhalants, hallucinogens, cocaine, methamphetamines, sedatives, and ecstasy than the national sample. Lifetime alcohol use for Utah youth who took the survey was 17.3% less for 8th graders to 34.5% less for 12th graders in comparison to the national sample; lifetime cigarette use in Utah was 13.4% less for 8th graders to 26.4% less for 12th graders in comparison to the national sample; lifetime smokeless tobacco use in Utah was 7.1% less for 8th graders to 8.9% less for 10th graders in comparison to the national sample; and lifetime marijuana use in Utah was 9.7% less for 8th graders to 22.5% less for 12th graders in comparison to the national sample. While steroid and heroin use rates in Utah are slightly lower than the MTF rates, the differences were not significant.

Table 1 also shows that several rates have decreased since the 2005 survey. For example, 6th, 8th, and 12th grade alcohol rates have decreased 1.0% to 1.8% in these grades since 2005; 6th, 8th, 10th, and 12th grade cigarette use rates have decreased 2.0% to 4.2% in these grades since 2005; 8th, 10th, and 12th grade marijuana use rates have decreased 1.2% to 3.3% in these grades since 2005; and 6th, 8th, and 10th grade rates of inhalant use have decreased 2.8% to 3.5% in each of these grades since 2005.

Table 2 shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. Significantly fewer Utah youth in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, and marijuana in the past 30 days than the national sample. Past month alcohol use for Utah youth who took the survey was 8.5% less for 8th graders to 26.3% less for 12th graders in comparison to the national sample for youth in grades 8, 10, and 12; 30-day cigarette use was 6.4% for 8th graders to 14.5% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; 30-day smokeless tobacco use was 2.6% less for 10th graders to 3.5% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; and 30-day marijuana use was 4.1% less for 8th graders to 10.9% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.

Most rates of 30-day substance use changed very little since the 2005 survey, though past month 8th grade inhalant use decreased 2.0% (from 5.3% in 2005 to 3.3% in 2007), 10th grade sedative use decreased 1.7% (from 5.4% in 2005 to 3.7% in 2007), 12th grade alcohol use decreased 1.5% (from 20.5% in 2005 to 19.0% in 2007), 12th grade marijuana use decreased 2.1% (from 9.5% in 2005 to 7.4% in 2007), and 12th grade sedative use decreased 1.3% (from 5.1% in 2005 to 3.8% in 2007). The biggest decreases since the 2003 survey are found for 12th grade 30-day alcohol use (decrease of 2.1% since 2003), marijuana use (decrease of 2.6% since 2003), and sedative use (decrease of 4.1% since 2003).

Figure 1

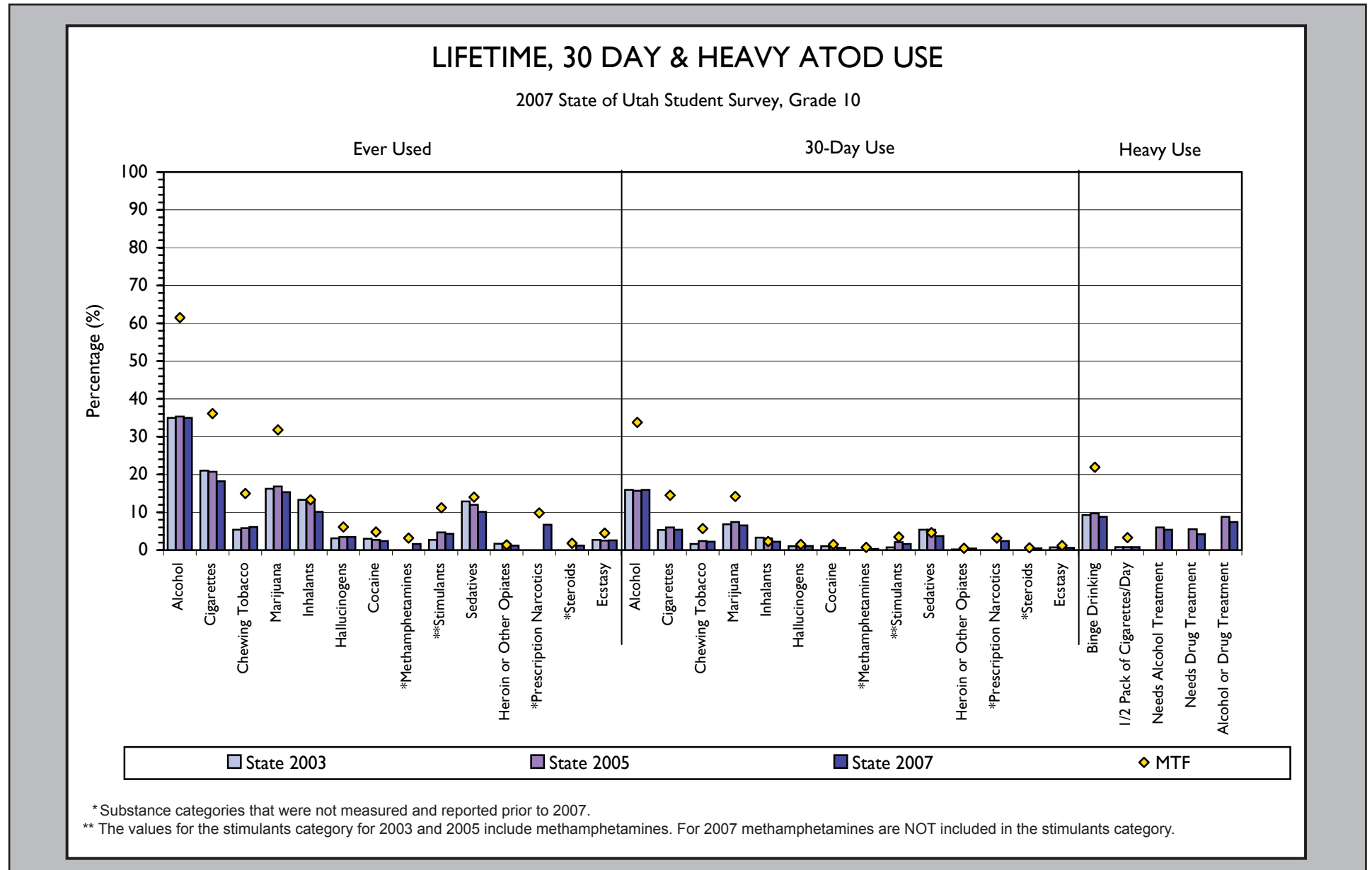


Figure 2

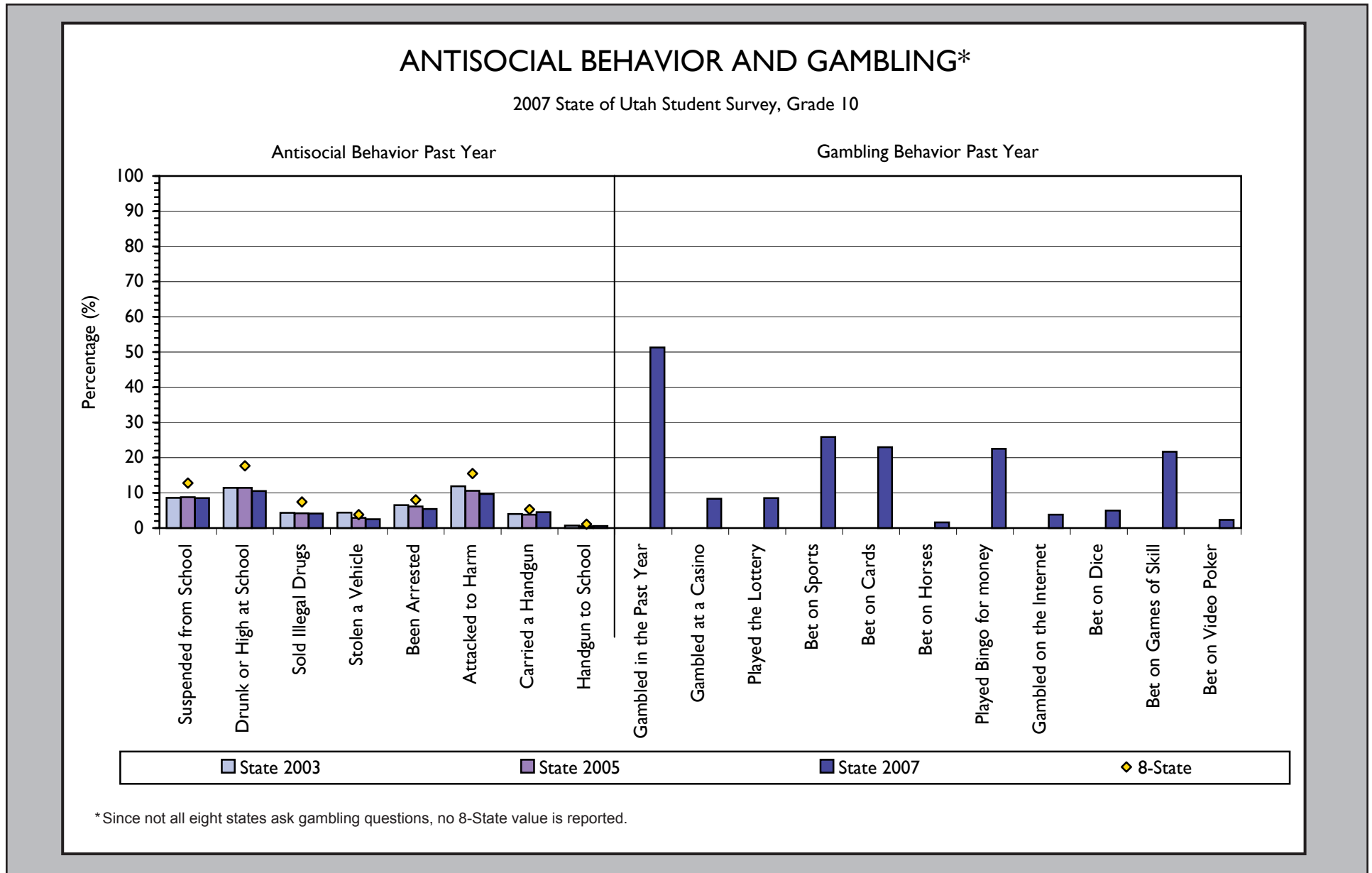


Figure 3

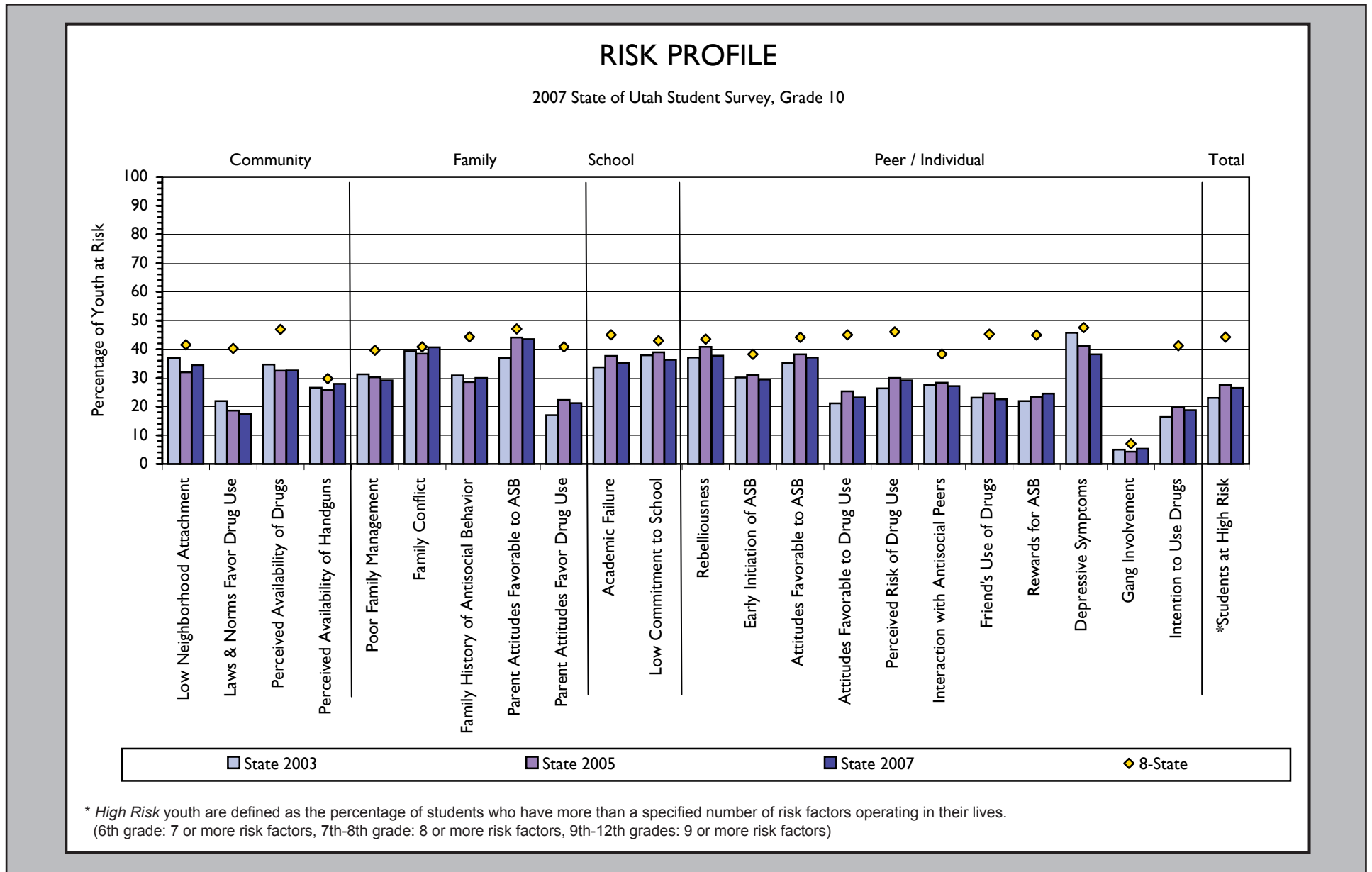


Figure 4

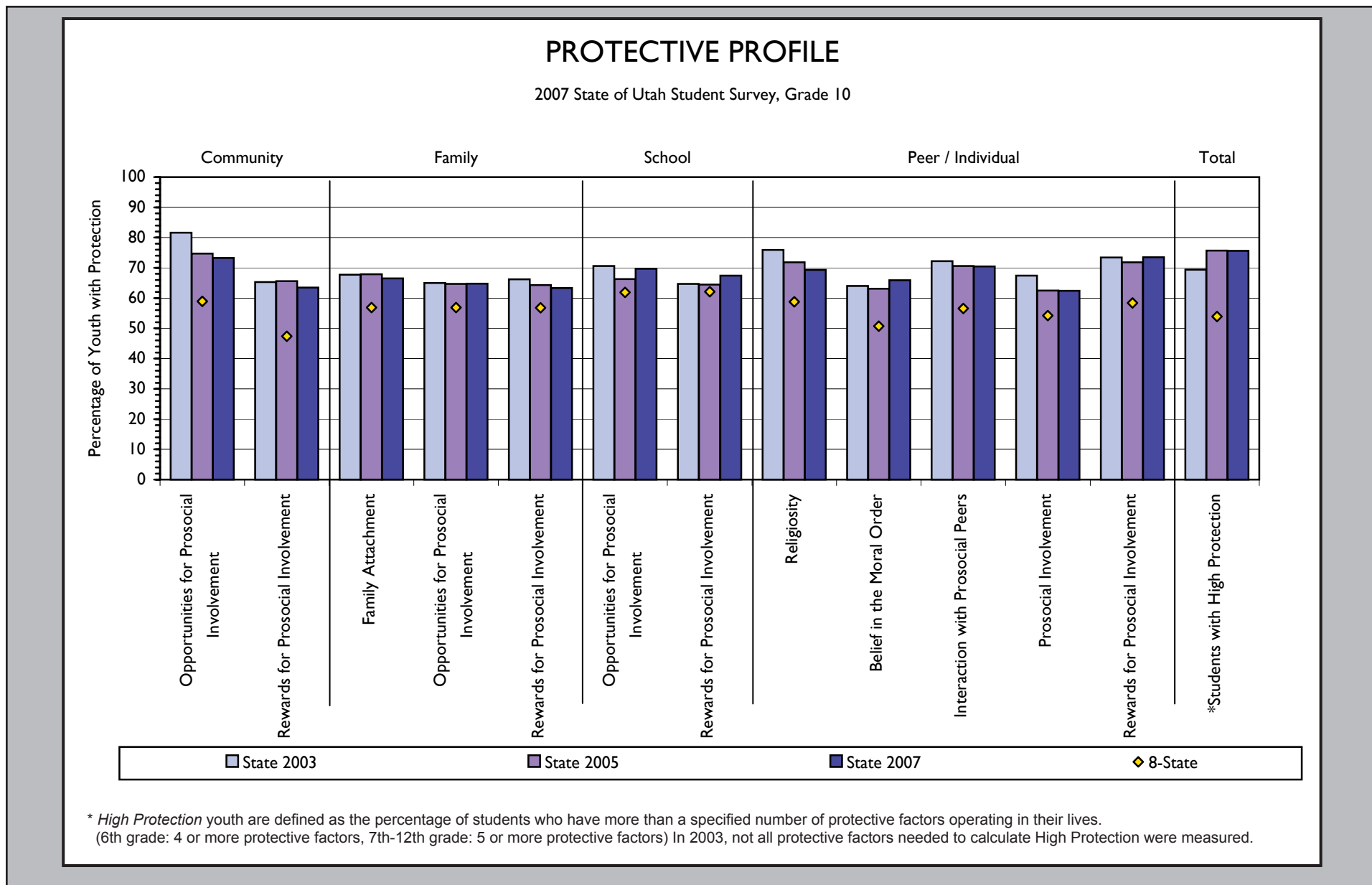


Table 1

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Alcohol	13.1	12.3	11.3	21.9	24.5	23.2	40.5	35.0	35.3	35.0	61.5	43.7	40.0	38.2	72.7	28.4	28.0	26.9
Cigarettes	7.2	6.0	3.9	12.6	13.8	11.2	24.6	21.0	20.7	18.2	36.1	27.5	25.0	20.7	47.1	17.1	16.3	13.6
Smokeless Tobacco	2.2	1.5	1.0	4.2	3.5	3.1	10.2	5.4	5.8	6.1	15.0	11.0	8.1	7.7	15.2	5.7	4.7	4.5
Marijuana	1.5	1.2	1.0	7.4	7.2	6.0	15.7	16.2	16.8	15.3	31.8	25.9	23.1	19.8	42.3	12.7	12.0	10.5
Inhalants	9.8	9.8	6.3	13.1	13.9	10.8	16.1	13.3	12.8	10.1	13.3	11.8	9.5	9.5	11.1	12.0	11.5	9.2
Hallucinogens	0.4	0.5	0.3	0.9	1.4	1.1	3.4	3.1	3.5	3.5	6.1	5.2	5.4	4.6	8.4	2.4	2.7	2.4
Cocaine	0.4	0.4	0.3	1.0	1.5	1.1	3.4	3.0	2.7	2.4	4.8	5.4	4.4	3.6	8.5	2.4	2.3	1.8
Methamphetamines**	---	---	0.2	---	---	0.9	2.7	---	---	1.6	3.2	---	---	2.0	4.4	---	---	1.2
Stimulants**	0.5	0.6	0.5	1.1	1.9	1.5	N/C	2.7	4.7	4.3	N/C	5.0	5.7	5.3	N/C	2.3	3.3	2.9
Sedatives	4.1	3.5	3.2	7.4	7.0	6.3	9.2	12.9	12.0	10.1	14.8	16.5	13.8	11.0	15.2	10.2	9.1	7.7
Ecstasy	0.5	0.2	0.1	1.4	1.2	0.8	2.5	2.7	2.5	2.6	4.5	4.7	4.4	4.6	6.5	2.3	2.1	2.0
Prescription Narcotics***	---	---	0.4	---	---	2.2	N/C	---	---	6.7	N/C	---	---	9.5	N/C	---	---	4.7
Heroin***	0.3	0.1	0.2	0.6	0.8	0.5	1.4	1.7	1.7	1.2	1.4	3.3	2.9	1.5	1.4	1.5	1.4	0.9
Steroids	---	---	0.8	---	---	1.3	1.6	---	---	1.2	1.8	---	---	1.5	2.7	---	---	1.2
Any Drug	13.8	13.6	9.7	20.6	20.7	18.0	N/C	28.4	27.4	25.8	N/C	33.5	30.3	28.7	N/C	24.1	23.2	20.5

* The symbol --- is used to indicate an area where the data is unavailable due to the question not being asked that year. N/C indicates where MTF data is not comparable to Utah PNA data.
 ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."
 *** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

Table 2

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Alcohol	1.9	2.1	1.8	8.6	9.3	8.7	17.2	15.9	15.7	15.9	33.8	21.1	20.5	19.0	45.3	11.8	11.9	11.3
Cigarettes	0.8	0.8	0.5	2.6	2.8	2.3	8.7	5.3	6.0	5.4	14.5	8.2	8.0	7.1	21.6	4.2	4.4	3.9
Smokeless Tobacco	0.6	0.5	0.2	1.1	1.3	1.1	3.7	1.6	2.4	2.2	5.7	3.2	3.0	2.6	6.1	1.6	1.8	1.5
Marijuana	0.3	0.4	0.3	2.9	3.0	2.4	6.5	6.8	7.4	6.5	14.2	10.0	9.5	7.4	18.3	5.0	5.1	4.1
Inhalants	3.4	3.8	2.1	5.0	5.3	3.3	4.1	3.3	3.1	2.2	2.3	2.4	1.6	1.7	1.5	3.5	3.5	2.3
Hallucinogens	0.3	0.2	0.2	0.3	0.6	0.4	0.9	1.0	1.0	1.2	1.5	1.1	1.5	1.2	1.5	0.7	0.8	0.7
Cocaine	0.3	0.2	0.0	0.4	0.5	0.3	1.0	1.0	0.7	0.6	1.5	1.4	1.6	0.7	2.5	0.7	0.7	0.4
Methamphetamines**	---	---	0.1	---	---	0.3	0.6	---	---	0.3	0.7	---	---	0.3	0.9	---	---	0.2
Stimulants**	0.1	0.2	0.1	0.4	0.8	0.5	N/C	0.7	2.1	1.6	N/C	1.6	1.9	1.4	N/C	0.7	1.3	0.9
Sedatives	1.6	1.3	1.0	3.0	3.1	2.1	3.0	5.3	5.4	3.7	4.6	7.9	5.1	3.8	4.6	4.4	3.8	2.7
Ecstasy	0.1	0.1	0.0	0.5	0.4	0.3	0.7	0.7	0.6	0.6	1.2	0.7	1.1	0.9	1.3	0.6	0.5	0.5
Prescription Narcotics***	---	---	0.1	---	---	0.8	N/C	---	---	2.4	N/C	---	---	3.4	N/C	---	---	1.7
Heroin***	0.1	0.1	0.0	0.2	0.3	0.1	0.3	0.2	0.3	0.4	0.5	0.5	0.9	0.3	0.4	0.2	0.4	0.2
Steroids	---	---	0.2	---	---	0.3	0.5	---	---	0.5	0.6	---	---	0.4	1.1	---	---	0.4
Any Drug	5.4	5.6	3.4	9.5	9.8	7.0	N/C	12.4	13.3	11.3	N/C	15.8	14.0	12.3	N/C	10.8	10.8	8.5
* The symbol --- is used to indicate an area where the data is unavailable due to the question not being asked that year. N/C indicates where MTF data is not comparable to Utah PNA data. ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines." *** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."																		

Summary

In the 2007 administration of the Utah PNA survey, 38 school districts participated, and the survey questionnaire was completed by 48,208 students in grades 6, 8, 10, and 12. Findings for each of the report sections are summarized below:

Risk and Protective Factor Scales

In all grades, a majority of Utah survey participants were not at-risk in all four domains (community, family, school, and peer/individual). The only risk factor scale that was similar to the 8-state norm was 10th grade Family Conflict, all other risk factor scales were lower in Utah than in the 8-state norm. Also, in all grades, a majority of Utah survey participants indicated a level of protection that was higher than the 8-state norm. The only protective factor scale that was similar to the 8-state norm was 8th grade School Rewards for Prosocial Involvement.

Bonding

Most Utah students in all grades (6, 8, 10, and 12) feel bonded to adults in their lives. Of all Utah PNA survey participants in grades 6, 8, 10, and 12, 91.5% (answers of “YES!” or “yes”) felt close an adult, 83.9% (answers of “YES!” or “yes”) felt they could share their thoughts or feelings with an adult, 94.2% (answers of “YES!” or “yes”) indicated that they enjoyed spending time with an adult, and 92.5% (answers of “YES!” or “yes”) felt they could ask an adult for help if they had a problem.

In this administration of the Utah PNA survey, the questionnaire was completed by 42,208 students in grades 6, 8, 10, and 12.

Age of Initiation

Students in Utah who took the Utah PNA survey begin using cigarettes before using any other substance. Of the youth who had used cigarettes, the average age of first use in 2007 was 12.6 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 13.0 years, and the first regular use of alcohol at 14.5 years. The results also show that youth begin trying marijuana earlier than one would think. Of the youth who had used marijuana, the average age of first use was 14.0 years – 0.5 years before youth indicated that they had begun drinking regularly. In comparing 2003, 2005, and 2007 Utah PNA Survey data, results were virtually unchanged for first use of all substances.

Substance Use for Utah

The most commonly used substances are alcohol (26.9% of Utah survey participants in the 2007 survey have used at least once in their lifetime), cigarettes (13.6% have used in their lifetime), marijuana (10.5% have used in their lifetime), and inhalants (9.2% have used in their lifetime). For most ATODs, lifetime and 30-day usage increases with increased grade. Exceptions can be seen with inhalants, where lifetime usage peaked in grade 8.

Several lifetime substance use rates have decreased in the 2005 survey. For example, 6th, 8th, and 12th grade alcohol rates have decreased 1.0% to 1.8% in these grades since 2005; 6th, 8th, 10th, and 12th grade cigarette use have decreased 2.0% to 4.2% in these grades since 2005; 8th, 10th, and 12th grade marijuana use rates have decreased 1.2% to 3.3% in these grades since 2005; and 6th, 8th, and 10th grade rates of inhalant use have decreased 2.8% to 3.5% in each of these grades since 2005.

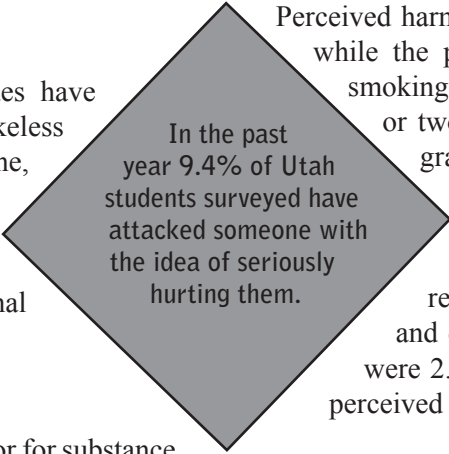
Most rates of 30-day substance use changed very little since the 2005 survey, though past month 8th grade inhalant use decreased 2.0% (from 5.3% in 2005 to 3.3% in 2007), 10th grade sedative use decreased 1.7% (from 5.4% in 2005 to 3.7% in 2007), 12th grade alcohol use decreased 1.5% (from 20.5% in 2005 to 19.0% in 2007), 12th grade marijuana use decreased 2.1% (from 9.5% in 2005 to 7.4% in 2007), and 12th grade sedative use decreased 1.3% (from 5.1% in 2005 to 3.8% in 2007). The biggest decreases since the 2003 survey are found for 12th grade 30-day alcohol use (decrease of 2.1% since 2003), marijuana use (decrease of 2.7% since 2003), and sedative use (decrease of 4.1% since 2003).

Utah Results Compared to National Results

Significantly fewer Utah survey participants in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, inhalants, hallucinogens, cocaine, methamphetamines, sedatives, and ecstasy than the national sample. Further, significantly fewer Utah youth in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, and marijuana in the past 30 days than the national sample.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, it can be seen that in Utah, males and females are very similar in their lifetime and 30-day use of most substances and generally have substance use rates that are within one to three percent of each other. The exceptions are that males in all grades use much more smokeless tobacco (6.5% for males compared to 2.6% for females for lifetime use), and female rates in most grades indicate higher sedative use.



In the past year 9.4% of Utah students surveyed have attacked someone with the idea of seriously hurting them.

Intention to Use ATODs

A majority of the youth do not intend to use alcohol, cigarettes, or marijuana. The intention to use all substances increases as youth get older. Intention to use cigarettes, alcohol, marijuana, and other illegal substances in 2007 peaked in the 12th grade, with 27.4% of 12th graders indicating intention to use alcohol, 4.0% with intention to smoke cigarettes, and 5.0% with the intention to smoke marijuana when they were adults.

Perceived Harmfulness of Drugs: Utah Compared to National Sample

Perceived harmfulness of smoking heavily increases as students get older; while the perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, and drinking five or more drinks one or two times per weekend decreases as students get older. In all grades (8th, 10th, and 12th), a larger percentage of Utah survey participants than MTF survey participants perceived greater harmfulness in using substances. Rates of perceived risk of heavy cigarette smoking, marijuana experimentation, regular marijuana use, drinking one or two drinks every day, and drinking five or more drinks one or two times per weekend were 2.3% to 28.7% higher for Utah 8th, 10th, and 12th graders than perceived risk for national MTF (2006) survey participants.

Perceived Availability of Drugs: Utah Compared to National Sample

The substance that students perceive as most easy to get is alcohol, with 43.8% of all students in grades 6, 8, 10, and 12 perceiving alcohol as being easy or very easy to get. The results reveal that Utah survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample (no national comparison is available for other illegal drugs or for 12th grade perceived availability of cigarettes). Rates of perceived availability of cigarettes, alcoholic beverages, and marijuana for Utah youth in grades 8, 10, and 12 were 22.6% to 31.5% lower than MTF (2006) youth in the same grades.

Heavy Substance Use and Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. Some of the largest differences were in being suspended from school (10.7% for males compared to 4.1% for females) and selling illegal drugs (3.2% for males compared to 1.7% for females). Overall, school suspension, binge drinking, and reportedly being drunk or high while at school were the highest frequency antisocial problems among Utah youth, with 7.3% reporting school suspension in the past year, 6.9% reporting being drunk or high at school at least once in the past year, and 6.9% reporting binge drinking in the past two weeks. For the entire survey population, antisocial behavior rates showed little to no change since the 2005 survey. Some examples of significant changes can be found in looking at rates of 12th grade reported rates of being drunk or high at school (rate decreased 1.6% since 2005), and the 12th grade rate of being drunk or high at school (rate decreased 2.0% since 2005).

Alcohol and Drug Treatment Needs

Of all Utah students in grades 6, 8, 10, and 12, 3.8% are in need of alcohol treatment, 2.8% are in need of drug treatment, and 5.1% are in need of some form of treatment, whether it be for alcohol or drugs. Further, as we would expect, the need for alcohol, drug, and alcohol or drug treatment increases with increased grade level.

Handguns

Responses to most questions on handguns show a very low percentage of students who carry handguns or take them to school. However, a greater percentage of youth believe they wouldn't be caught by their parents (15.0%) or by the cops (33.2%) if they carried a handgun. Since the 2005 survey, the percent of 12th grade students indicating that they had carried a handgun in their lifetime increased 1.2% (from 4.5% in 2005 to 5.7% in 2007), and the percent of students believing that they would be seen as cool if they carried a handgun increased 1.1% (from 2.4% in 2005 to 3.5% in 2007). Perceived

availability of handguns increased significantly in the 6th, 10th, and 12th grades (increase of 1.5% in the 6th grade, 2.1% in the 10th grade, and 1.2% in the 12th grade). Positive decreases of 1.5% to 2.6% in the percent of students believing that they wouldn't be caught by their parents or the police for carrying a handgun are found for the 8th, 10th, and 12th grades. Since the 2003 survey, the rates in these two categories have decreased by 0.8% to 7.8% in each grade.

Violence

During the past year, 8.8% of Utah youth have attacked someone with the idea of seriously hurting them, and 11.9% reported having attacked someone in their lifetime. Though they are the minority, there are many youth in the state who believe that violence is an acceptable way to resolve problems and are willing to hurt another person. Since the 2005 survey, the following three violence question rates significantly decreased in the 6th grade: lifetime rate of attack to harm (decrease of 1.9%), and past year rate of attack to harm (decrease of 1.1%). Also since the 2005 survey, rates of not feeling safe at school decreased significantly in the 8th grade (decrease of 1.9%), 10th grade (decrease of 1.7%), and overall (decrease of 1.1%). Significant decreases since the 2005 survey in the percent of students who felt that it was alright to beat someone up if they started the fight were found in the 6th grade (decrease of 1.0%), 10th grade (decrease of 2.3%), and overall (decrease of 1.5%).

There is a clear relationship between substance use and school performance. Failing students' past-month marijuana use is 7 times higher than that of 'A' students.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who reported getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. For example, failing (D or F) students are seven times more likely to have indicated use of marijuana in the past 30 days than 'A' students.

Parent's Education and Youth Substance Use

Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Utah, youth whose parents did not graduate from high school have a 30-day cigarette use rate that is four times higher than the use rate of youth whose parents were at least graduated from college.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behavior of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (2.4%) reported using marijuana in the past 30 days when their parents thought it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," as opposed to "Very Wrong") use increased to 10.3% for 30-day use.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. For example, when students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 1.1% had used marijuana in the past month. However, when students even thought that there was a "Little chance" that they would be seen as cool, marijuana use rates increased to 7.5%.

Student Perceptions of Peer Substance Use

Students in the State of Utah perceive that 16.6% of students in grades 6, 8, 10, and 12 are using cigarettes (compared to 3.9% indicating past month cigarette use), that 27.8% of students have used alcohol in the past month (compared to 11.3% indicating past month alcohol use), and that 17.4% of students have used marijuana in the past month (compared to 4.1%

indicating past month marijuana use). While perceptions of alcohol use are approximately two times higher than actual use for each grade and for all grades combined, the disparity between perceptions of use and actual use are larger for cigarette and marijuana use. For example, the perception of cigarette use by 10th graders is seven times higher than actual 10th grade use rates, for 12th graders the perception of cigarette use is four times higher than actual 12th grade cigarette use rates. The perception of past month marijuana use is nearly six times higher for 8th graders than actual use, four times higher than actual use for 10th graders, and nearly three times higher than actual use by 12th graders.

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are four times as likely to use alcohol in the 30 days prior to the survey, six times as likely to use cigarettes in the 30 days prior to the survey, three times as likely to use marijuana in the past 30 days, and five times as likely to have used any drug in the past 30 days. The ATOD use rates of the middle depressive symptoms group, that was comprised of most youth, were closer to the rates of the non-depressed group than they were to the depressed. Alcohol, tobacco, marijuana, and any drug lifetime usage rates for this group were anywhere from 4.4% to 13.4% higher than that of the non-depressed rates, and past month use rates for this group were anywhere from 1.4% to 5.8% higher than the non-depressed rates. Thus, individuals with a positive outlook on life (even with some depressive symptoms) tend to use fewer substances than peers with a high level of depressive symptoms.

The Utah PNA found that a minority of youth in the State have driven a vehicle after drinking (3.2%) or rode with a driver who had been drinking (13.2%).

Driving After Drinking

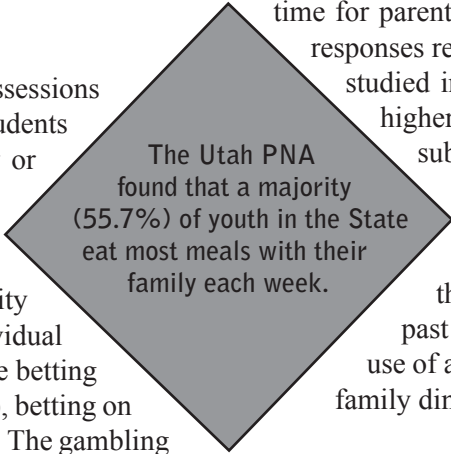
In the 2007 Utah Prevention Needs Assessment Survey, questions were added asking students to report the number of times a week they either drove a vehicle after drinking or rode with someone who had been drinking. The Utah PNA found that a minority of youth in the State have driven a vehicle after drinking (3.2%) or rode with a driver who had been drinking (13.2%). Of those students who indicated that they had driven after drinking or ridden with a driver who had been drinking, most indicate that they did so 1 time in the past month (1.8% driving after drinking one time in the past month, 7.0% riding with a driver who had a drink one time in the past month).

Gambling

In 2007, questions related to gambling for money or possessions were added to the PNA Survey. Percentages reflect the students who reported having participated in any gambling activity or individual gambling activities at least once in the past year. Of students in grades 6, 8, 10, and 12, 46.2% reported participation in some form of gambling at least once in the past year. Past year participation in any gambling activity peaked in the 10th grade (51.7% in the past year). The individual activities most often participated in during the past year were betting on cards (18.7%), playing bingo for money or prizes (23.3%), betting on games of skill (17.9%), and betting money on sports (22.7%). The gambling activities with the least participation were betting on video poker (3.1%) and betting on horses (2.6%). In looking at gambling results by grade, we can see that most rates peak in the 8th and 10th grades. Gambling activities that peaked in the 8th grade were as follows: gambling in a casino (9.7%), playing the lottery (10.0%), betting on horses (3.0%), playing bingo for money or prizes (28.0%), and betting on video poker (3.7%). Gambling activities that peaked in the 10th grade were betting on sports (26.5%), betting on cards (23.8%), gambling on the internet (4.8%), betting on dice (6.0%), and betting on games of skill (22.5%).

Family Dinner

In the 2007 Utah Prevention Needs Assessment Survey, a question was added asking students to report the average number of times a week they ate dinner with their family. The Utah PNA found that a majority of youth in the State eat most meals with their family each week, with 55.7% of youth indicating they ate five or more meals each week with their family, 30.3% of youth indicating they ate two to four meals each week with their family, and 14.0% indicating they ate zero to one meals each week with their family. Eating dinner with your family represents a bonding opportunity between parents and youth — a time to communicate, spend time with each other, and/or a time for parents to monitor the activities of their children. When students responses regarding the number of meals they ate with their family were studied in relation to their substance use, the results indicate that a higher number of family dinners each week is linked to lower substance use rates. For example, of students who indicated that they ate no meals with their family in a typical week, 25.0% of them had used alcohol in the past month; whereas only 4.8% of youth who indicated they had eaten dinner with their family seven nights a week indicated using alcohol in the past month. Similar trends are seen for lifetime and past month use of all substances, with use rates gradually decreasing with more family dinners a week.



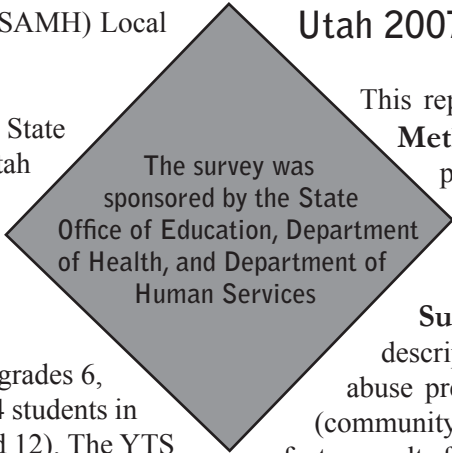
The Utah PNA found that a majority (55.7%) of youth in the State eat most meals with their family each week.

I Introduction

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2007 to Utah public school students primarily in grades 6, 8, 10, and 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. This was the third administration of the SHARP Survey Project, with the first administration occurring in the spring of 2003. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved the surveying of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Local Substance Abuse Authority (LSAA) Regions.

The SHARP Survey Project was sponsored by the Utah State Office of Education; Utah Department of Health; and the Utah Department of Human Services, Division of Substance Abuse and Mental Health. These three state agencies contracted with Bach Harrison, L.L.C. to conduct the survey.

The PNA survey was administered primarily to students in grades 6, 8, 10, and 12 throughout Utah and was completed by 62,964 students in grades 6 through 12 (48,208 students in grades 6, 8, 10, and 12). The YTS sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 12 State Health Districts. The YRBS sample was chosen to represent Utah students in high school (grades 9 through 12) only.



The survey was sponsored by the State Office of Education, Department of Health, and Department of Human Services

The PNA Survey is designed to measure the need for prevention services among youth in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors, along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

Utah 2007 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains.

Results are presented for each grade. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors. Additionally, information is provided on how the Risk and Protective Factor Model can be used to select programs that are effective in preventing youth problem behavior.

The third section, **Substance Use Outcomes**, describes ATOD use and antisocial behavior among Utah's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of 14 different substances and "Any drug," which is defined as using one or more of the 11 drugs measured by the survey (alcohol, cigarettes, and smokeless tobacco are not included). These results are compared to the results of a national survey, Monitoring The Future (MTF).

Use is presented by grade, gender, and other demographic variables. Additional analyses include perceived harmfulness and availability of drugs, and intention to use substances

The final section, **Antisocial Behaviors and Additional Results**, provides information on alcohol and drug treatment needs, driving after drinking, student behaviors and attitudes regarding handguns and violence, and gambling. Further, it provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parents' educational background, level of school achievement, degree of parental acceptability of drug use, degree of peer acceptability of drug use, student perception of peer substance use, depression, and bonding activities such as eating family dinner effect substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities.

Section 1: Survey Methods

In order to develop effective prevention services at the regional level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. An attempt was made to survey an adequate number of students in grades 6, 8, 10, and 12 in each LSAA Region and school district in Utah. In the 2007 survey, 48,208 6th, 8th, 10th, and 12th graders (62,964 students total) were surveyed. The survey results provide considerable information for regions and each school district to use in planning and evaluating prevention services. Some school districts chose to survey enough students to obtain more detailed information for planning and evaluating prevention services at the local level.

The survey provides the state with a good source of information about the use of ATODs, antisocial behavior, and the risk and protective factor levels of their youth. The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.

Survey Questionnaire

The survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey

that provided scientifically sound information about the levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involved seven states and was funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by Bach Harrison to better meet the needs of Utah. See Appendix A for a copy of the questionnaire.

Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Risk and protective factors are characteristics of the following four domains of a student's life: community, school, family, and peer/individual. The four domain characteristics are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) inhalants, 6) hallucinogens, 7) cocaine, 8) methamphetamines, 9) stimulants, 10) sedatives, 11) ecstasy, 12) prescription narcotics, 13) heroin, and 14) steroids. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future, in order that comparisons between the two surveys can be made easily.

There are a total of 15 risk factors and 12 protective factors that are measured by the 2007 survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 22 separate risk factor scales and 12 protective factor scales measured by the survey. Appendix B provides a complete list of the risk and protective

factors and the corresponding risk and protective factor scales within the Risk and Protective Factor Model.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project resulted in changes to several risk factor scales and the development of cut-points for each scale that can be used to classify a youth as being at risk on risk factor scales or having protection on protective factor scales.

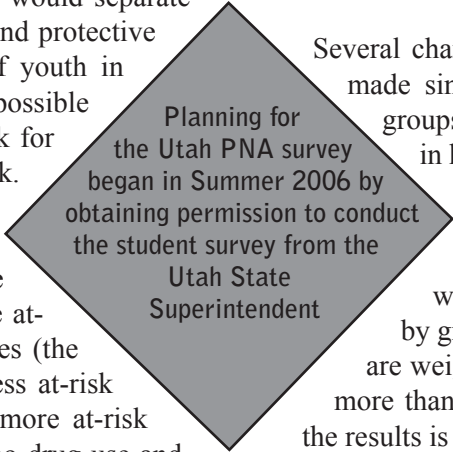
Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. Since risk and protective factor model surveys have been given to thousands of youth in the Six-State and 7-state Consortium Projects, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at-risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts). The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

There are approximately four survey items that measure each risk factor. The 2007 Utah PNA Survey has 141 questions. However, many of the questions have multiple components so students actually responded to a total of 238 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a complete copy of the questionnaire. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D.

Changes Made In the 2007 Utah PNA Administration and Questionnaire

Several changes in the PNA survey administration and content were made since 2003. In 2003, the survey was administered to two groups of students, those in middle school (grades 6 - 8) and those in high school (grades 9 - 12), and there were enough students sampled to provide reports at the DSAMH Local Authority level. In 2005 and 2007, the PNA survey was administered to the even grades, (6, 8, 10, and 12) and enough students were sampled to provide reports at the school district level by grade. For statewide and DSAMH Region analyses, the data are weighted by school district and grade. Thus, for Regions with more than one school district, each school district's contribution to the results is proportionate to their student population.

In order to provide comparisons between the results from 2003 and those from 2005 and 2007, students in even grades who completed the 2003 survey were compared to students in the even grades who completed the survey in 2005 and 2007. There are generally enough students from 2003 to make comparisons to the past two administrations' data, since many school districts in 2003 oversampled students in the even grades.

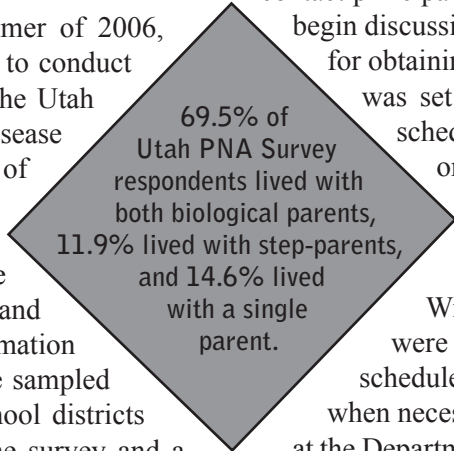


Planning for the Utah PNA survey began in Summer 2006 by obtaining permission to conduct the student survey from the Utah State Superintendent

Several changes in the Utah PNA survey content were made since 2005. For 2007, the Utah PNA survey was changed to make it shorter; provide an estimate of the gambling behaviors, driving after drinking rates, and provide a measure of students' perception of substance use among their peers. To make the survey shorter, several questions were eliminated. For example, several risk and protective factor scales were eliminated where information could be more easily obtained from other sources or that measured the same construct as another scale.

Administration

Planning for the SHARP Survey Project began in summer of 2006, after obtaining permission from the State Superintendent to conduct the survey in Utah schools during the spring of 2007. The Utah Department of Health, with the aid of the Center for Disease Control (CDC) presented Bach Harrison with a list of school districts and schools which would be included in the YTS and YRBS samples. For the PNA sample, the DSAMH desired to survey enough students to provide reports at the school district level for grades 6, 8, 10, and 12. Bach Harrison reviewed school enrollment information and determined the number of students that needed to be sampled from each school district. The superintendents of all school districts were then sent a letter inviting them to participate in the survey and a package of information about the survey and its benefits. Approximately a week after the packets were delivered, superintendents were contacted in order to address concerns and questions about the survey, to gain a verbal agreement of each district's participation, and to identify a district level survey coordinator. Participating superintendents mailed signed contracts in which they agreed to allow students from their districts to participate in the SHARP Survey to Bach Harrison.



69.5% of Utah PNA Survey respondents lived with both biological parents, 11.9% lived with step-parents, and 14.6% lived with a single parent.

Upon gaining support from district superintendents, district-level survey coordinators were contacted and were sent a packet of training materials and a CD with a Powerpoint presentation outlining the survey process and their coordination duties. They were also given copies of the survey, administration instructions, and copies of the parent permission letters. A copy of the superintendent letter, parental consent form, and survey administration instructions are contained in Appendix B.

Also upon superintendent approval, a letter and packet of information was sent to each participating principal. Survey coordinators were asked to contact principals in their district to address questions and concerns and to begin discussing a survey date and teacher incentives that would be used for obtaining parental consent. A general period of February to March was set for survey administration, and schools were advised to schedule their survey administration for a Tuesday, Wednesday, or Thursday. With these guidelines in mind, individual schools were allowed to set a survey date that would best fit into their respective school calendars.

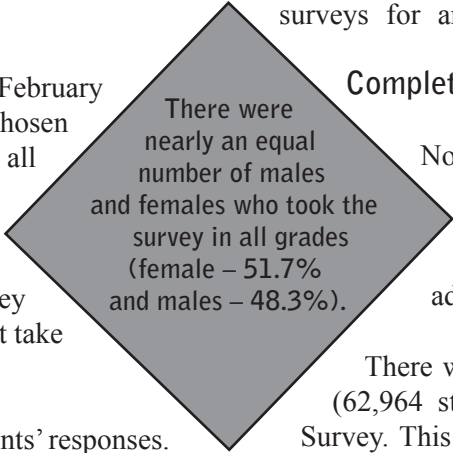
With the help of the USOE, second period class schedules were gathered from most of the sampled schools. Class schedules were also gathered at the school district or school levels when necessary. With these class schedules, state survey coordinators at the Department of Health selected the sampled classes for the YTS and YRBS surveys based on sampling requirements and data determined by the CDC. The YTS and YRBS samples were then given to Bach Harrison, who then chose from the remaining non-surveyed 6th, 8th, 10th, and 12th grade classes to take the PNA Survey. In turn, Bach Harrison informed districts and schools of the classes that would be involved in the survey.

Because Utah State Law requires active consent for students to participate in school surveys, considerable work needed to be done by school teachers to ensure that the signed parent permission forms were returned. As a way of rewarding teachers for their help in gathering the forms, teachers were provided with an incentive valued at \$10 per teacher. Teacher incentive money was used to purchase such items as gift certificates or movie passes. For schools that chose to use student incentives instead of teacher incentives, various incentives, such as candy bars and pizza parties, were provided to students to encourage them to return their signed form. It should be noted that in order to receive the student incentive, the completed parent permission form needed to be returned regardless of whether or not the student was allowed to participate in the survey.

For most schools, the survey was administered during February and March of 2007. In each school, a specific day was chosen for the survey. Teachers were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students that should have taken the survey but were absent, and the number that did not take the survey because they, or their parents, decided that they should not take the survey.

Every effort was made to ensure the confidentiality of students' responses. When students completed their questionnaires, they placed them in an envelope that was passed around the classroom. The envelope was then sealed and a teacher took the envelope to the school office or to the district-level school coordinator where it was placed with other class envelopes.

In an effort to increase return rates, teachers were instructed to also administer the survey to students who were absent on the day of the original survey administration. Teachers were instructed to survey these absentee surveys up to one week after the original administration date, have students place these surveys into a separate envelope labeled "Absentee Surveys," and also deliver these surveys to the school office or to the survey coordinator. After all survey packets were gathered, survey coordinators packaged the materials and either mailed them to the Bach Harrison office or arranged for the materials to be collected by a member of the Bach Harrison staff. The staff at Bach Harrison logged the surveys, scanned the questionnaires, prepared the final database of completed surveys for analysis, and produced district and state level reports.



There were nearly an equal number of males and females who took the survey in all grades (female – 51.7% and males – 48.3%).

Completion Rate and Ability to Generalize the Results

Not all students participated in the Utah PNA survey. Some students individually chose not to participate, some students' parents refused consent for them to participate, and some students were absent when the survey was administered.

There were a total of 48,208 students in grades 6, 8, 10, and 12 (62,964 students total) who participated in the 2007 Utah PNA Survey. This is a sufficient participation rate for a school survey and resulted in an adequate number of students for analysis at the regional and school district levels.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete most of the questions (see **Validity of the Data** section for the validity criteria). After invalid questionnaires were eliminated, there were a total of 46,152 valid surveys completed by students in grades 6, 8, 10, and 12.

Survey Participants

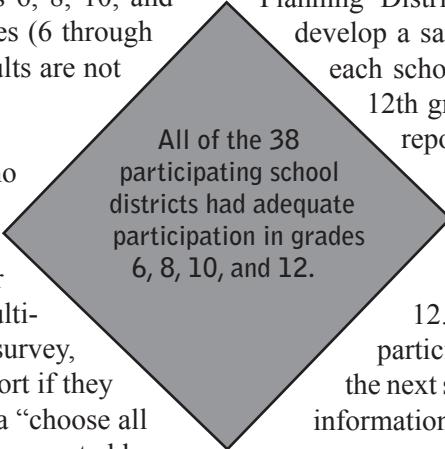
The characteristics of the youth who took the survey are presented in Table 3. The results in this State Report are completed for grades 6, 8, 10, and 12. While some schools chose to survey students in all grades (6 through 12), odd grade (7th, 9th, and 11th grades) student survey results are not included in this state report.

There were nearly an equal number of males and females who took the survey in all grades (female – 51.7% and males – 48.3%). The majority of respondents were White (70.0%), 10.1% were Hispanic. The other ethnic groups accounted for 9.8% of the respondents, and 3.2% of students indicated the Multi-Racial or Other category. It should be noted that in the 2007 survey, the ethnicity question was changed to ask students first to report if they were Hispanic or Latino, and then to report their ethnicity in a “choose all that apply” format. It is important to note that the percentages reported here for ethnicity include students who responded to more than one ethnicity.

An analysis of the family structure of respondents showed that 69.5% lived with both of their biological parents, 11.9% lived in a step-family structure, and 14.6% lived with a single parent.

Participation by DSAMH LSAA Regions and School Districts

The state of Utah has 29 counties that are divided into the 13 LSAA Regions. Table 3 shows the number of students who were surveyed as part of the SHARP Survey by grade for each of the 13 LSAA Regions. The original sample of classes that participated in the SHARP survey was selected by the Centers for Disease Control (CDC) to represent the 12 Utah Department of Health, Local Health Departments. With the exception of the Four Corners and San Juan DSAMH Planning Districts, which are combined into one local health department district, the Local Health Departments and DSAMH Planning Districts have similar boundaries. Bach Harrison worked to develop a sampling plan that would allow for each LSAA Region and each school district to receive valid data for the 6th, 8th, 10th, and 12th grades. There were enough students to provide district level reports to all of the 13 DSAMH Planning Districts.



All of the 38 participating school districts had adequate participation in grades 6, 8, 10, and 12.

One of the goals of the SHARP Survey was to provide valid PNA Survey data at the LSAA Region level and school district level for students in grades 6, 8, 10, and 12. All of the 38 participating school districts had adequate participation to produce school district level profile reports. See the next section on **Weighting for the SHARP Survey** for additional information on the final database.

While profile reports that provide rates of ATOD use, rates of antisocial behavior and gambling, risk factor levels, and protective factor levels have been prepared for each of the 13 LSAA Regions, the results for individual planning districts are not presented in this statewide report. Anyone desiring a report for a specific planning district should contact the DSAMH or LSAA Region personnel. NOTE: the LSAA Regional Profile Reports can be found on the DSAMH website at <http://www.dsamh.utah.gov/sharp.htm>.

Weighting the SHARP Sample

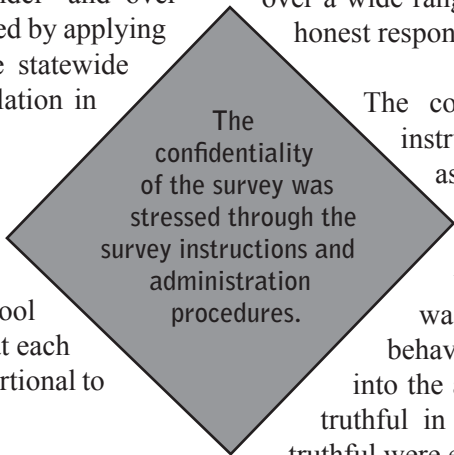
Since all of the 38 participating school districts surveyed enough students to obtain a margin of error of +/- 5% at the 95% confidence level, larger school districts were generally under-represented and smaller districts over-represented at the state level. To ensure that each school district's contribution to the state level data was proportional to their population, the data were weighted by school district and grade.

Thus, before statewide analyses were conducted, the under- and over-representation of students in the school districts was corrected by applying weights to the data. The weights that were used for the statewide analyses in this report were based upon the student population in each grade in each of the school districts.

That weighting also was applied when Bach Harrison produced the Regional reports. For regions that contained only one school district, weighting was not necessary. However, when Regions contained more than one school district such as Salt Lake County, the weighting ensured that each school district's contribution to the overall results was proportional to their percentage of the overall students in the Region.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.



The confidentiality of the survey was stressed through the survey instructions and administration procedures.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Student surveys that were deemed not truthful were eliminated.

There were a total of 62,964 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 3,373 (5.4%) were eliminated because respondents were determined to be dishonest or because students did not answer enough of the validity questions to determine whether or not they were honest in their responses.

These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All” in completing the survey (553 surveys); 2) the students indicated that they had used the non-existent drug phenoxdyne (2,159 surveys); 3) the students reported an impossibly high level of multiple drug use (867 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (1,768 surveys); and 5) the students reported an age that was inconsistent with their grade or their school (174 surveys). These surveys were not included in the final analyses.

Because the results reported in this state report and in the profile reports focus on data from the 6th, 8th, 10th, and 12th grades, 12,868 additional students in the 7th, 9th, and 11th grades who took the survey because their school chose to survey students in the odd grades or because they were attending a class where most of the students were in the even grades. While

the students in the odd grades are eliminated from the analyses conducted for this statewide report, their results are often reported at the school district or school level. Further, 571 surveys were eliminated due to students not reporting a grade level.

A total of 16,805 questionnaires were eliminated from the analyses contained in this State Report. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

Other measures to reduce response bias included carefully pretesting the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 3

Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics														
	6th Grade		8th Grade		10th Grade		12th Grade		2007 Total		2005 Total		2003 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Sample	14,547	31.5	13,367	29.0	10,164	22.0	8,074	17.5	46,152	100.0	46,527	100.0	9,823	100.0
Gender														
Male	7,036	48.8	6,395	48.5	4,724	47.3	3,832	48.1	21,987	48.3	22,269	48.5	4,569	46.8
Female	7,388	51.2	6,790	51.5	5,264	52.7	4,134	51.9	23,576	51.7	23,673	51.5	5,185	53.2
Race/Ethnicity*														
White	12,019	65.9	11,122	69.0	8,691	72.7	7,077	76.0	38,909	70.0	36,084	78.8	7,651	79.7
Native American	879	4.8	526	3.3	309	2.6	210	2.3	1,924	3.5	1,377	3.0	247	2.6
Hispanic	2,097	11.5	1,691	10.5	1,115	9.3	729	7.8	5,632	10.1	4,185	9.1	880	9.2
African American	446	2.4	389	2.4	277	2.3	170	1.8	1,282	2.3	539	1.2	151	1.6
Asian or Pacific Islander	660	3.6	674	4.2	481	4.0	421	4.5	2,236	4.0	1,517	3.3	193	2.0
Multi-Racial or Other	755	4.1	490	3.0	297	2.5	225	2.4	1,767	3.2	2,083	4.6	329	3.4
Unknown Race	1,371	7.5	1,216	7.6	778	6.5	481	5.2	3,846	6.9	---	---	---	---
Family Structure														
Both Parents	10,340	71.1	9,021	67.5	7,053	69.4	5,674	70.3	32,088	69.5	29,155	62.7	6,446	65.6
Step-Families	1,730	11.9	1,606	12.0	1,273	12.5	870	10.8	5,479	11.9	6,657	14.3	1,124	11.4
Single Parent	2,028	13.9	1,997	14.9	1,531	15.1	1,168	14.5	6,724	14.6	6,739	14.5	1,672	17.0
*Note that students were allowed to choose one or more ethnicity categories in the 2007 administration. This option explains why ethnicity counts do not add up to the total number of students in each grade, as some students selected more than one ethnicity option. In general, numbers and percentages listed here reflect only those students who answered each of the demographic questions. Therefore, the numbers and percentages in the total column for any of the demographics categories sometimes do not add up to the final completion rate indicated in the text of the report.														

Table 4

Total Number and Percentage of Survey Respondents from Each Local Substance Abuse Authority Region

	6th Grade				8th Grade				10th Grade				12th Grade				Total Grades 6, 8, 10, and 12				2003 SHARP PNA Total Sample		2005 SHARP PNA Total Sample	
	SHARP PNA Participation		State Enrollment 2006-2007 School Year		SHARP PNA Participation		State Enrollment 2006-2007 School Year		SHARP PNA Participation		State Enrollment 2006-2007 School Year		SHARP PNA Participation		State Enrollment 2006-2007 School Year									
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Bear River	1,770	12.2	2,315	5.9	1,598	12.0	2,387	6.1	836	8.2	2,289	6.1	666	8.2	2,073	6.3	4,870	10.6	9,064	6.1	534	5.4	5,544	11.9
Central	772	5.3	1,221	3.1	743	5.6	1,173	3.0	595	5.9	1,197	3.2	303	3.8	1,168	3.5	2,413	5.2	4,759	3.2	473	4.8	1,649	3.5
Davis	3,993	27.4	4,511	11.6	3,305	24.7	4,354	11.1	3,180	31.3	4,338	11.6	2,478	30.7	3,883	11.8	12,956	28.1	17,086	11.5	639	6.5	13,103	28.2
Four Corners	409	2.8	571	1.5	343	2.6	612	1.6	350	3.4	639	1.7	292	3.6	595	1.8	1,394	3.0	2,417	1.6	295	3.0	1,172	2.5
Northeastern	314	2.2	712	1.8	352	2.6	711	1.8	202	2.0	691	1.8	99	1.2	693	2.1	967	2.1	2,807	1.9	251	2.6	1,160	2.5
Salt Lake County	2,495	17.2	14,844	38.0	2,780	20.8	15,106	38.4	1,920	18.9	14,159	37.7	1,834	22.7	11,741	35.6	9,029	19.6	55,850	37.5	4,862	49.5	10,346	22.2
San Juan County	136	0.9	228	0.6	79	0.6	234	0.6	52	0.5	269	0.7	13	0.2	207	0.6	280	0.6	938	0.6	142	1.4	213	0.5
Southwest	1,068	7.3	2,415	6.2	941	7.0	2,512	6.4	693	6.8	2,418	6.4	627	7.8	2,229	6.8	3,329	7.2	9,574	6.4	562	5.7	2,611	5.6
Summit County	385	2.6	519	1.3	423	3.2	512	1.3	141	1.4	460	1.2	181	2.2	434	1.3	1,130	2.4	1,925	1.3	199	2.0	796	1.7
Tooele County	750	5.2	791	2.0	635	4.8	732	1.9	427	4.2	658	1.8	277	3.4	545	1.7	2,089	4.5	2,726	1.8	441	4.5	1,925	4.1
Utah County	1,098	7.5	7,146	18.3	1,025	7.7	7,205	18.3	956	9.4	6,862	18.3	742	9.2	6,174	18.7	3,821	8.3	27,387	18.4	625	6.4	3,599	7.7
Wasatch	218	1.5	281	0.7	202	1.5	303	0.8	63	0.6	331	0.9	65	0.8	262	0.8	548	1.2	1,177	0.8	180	1.8	399	0.9
Weber	1,139	7.8	3,466	8.9	941	7.0	3,505	8.9	749	7.4	3,214	8.6	497	6.2	2,979	9.0	3,326	7.2	13,164	8.8	620	6.3	4,010	8.6
Total	14,547	100.0	39,020	100.0	13,367	100.0	39,346	100.0	10,164	100.0	37,525	100.0	8,074	100.0	32,983	100.0	46,152	100.0	148,874	100.0	9,823	100.0	46,527	100.0

Figure 5

**Ethnicity:
Breakdown of Students Taking the
2007 Utah SHARP Prevention Needs Assessment Survey**

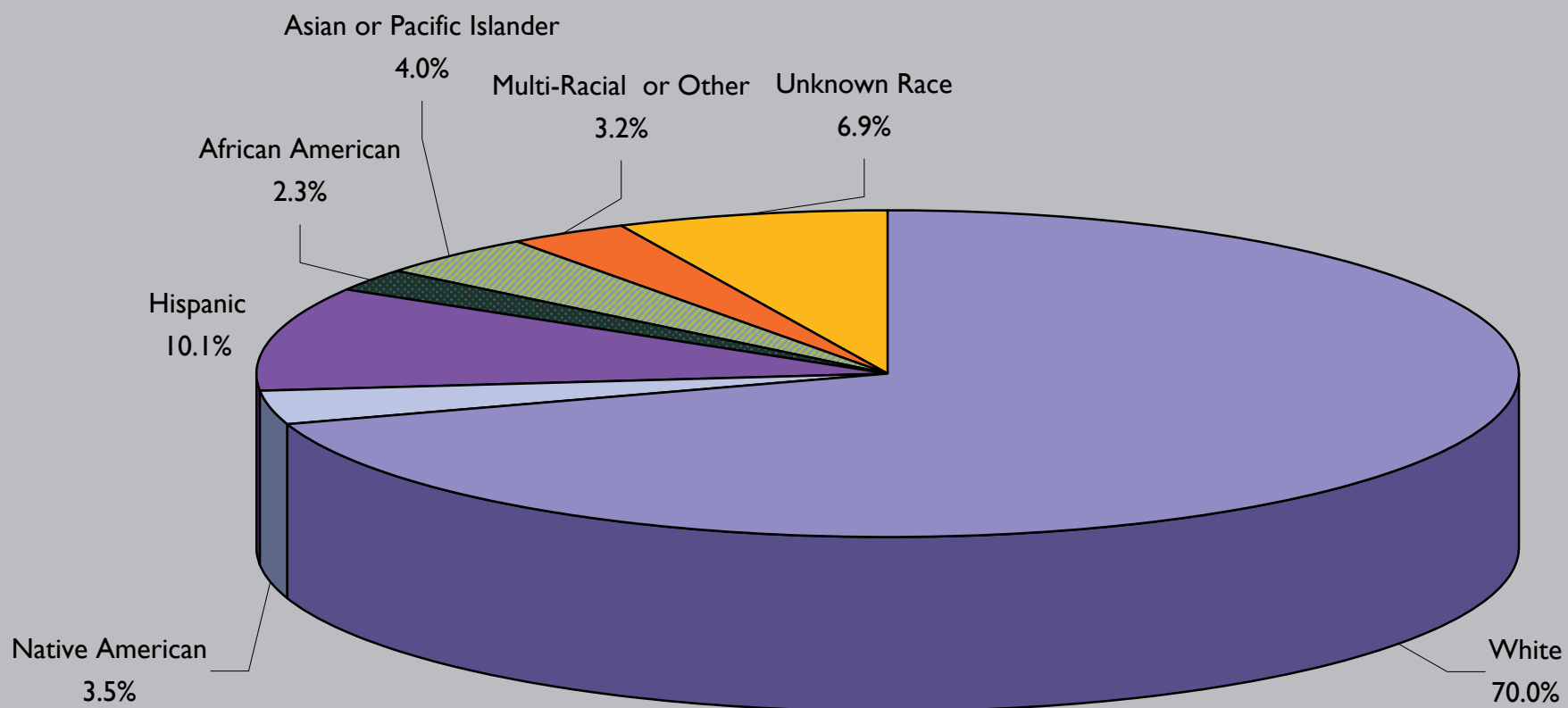


Figure 6

**Gender:
Breakdown of Students Taking the
2007 Utah SHARP Prevention Needs Assessment Survey**

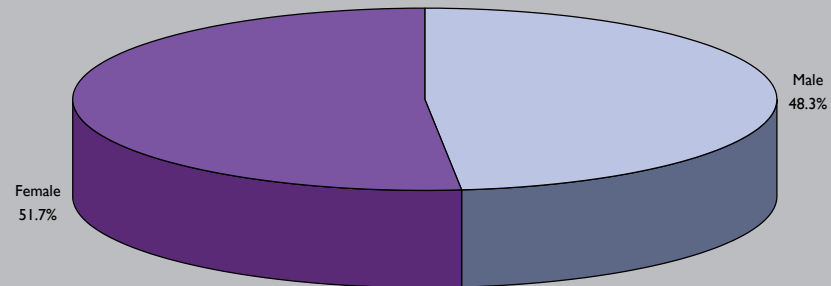
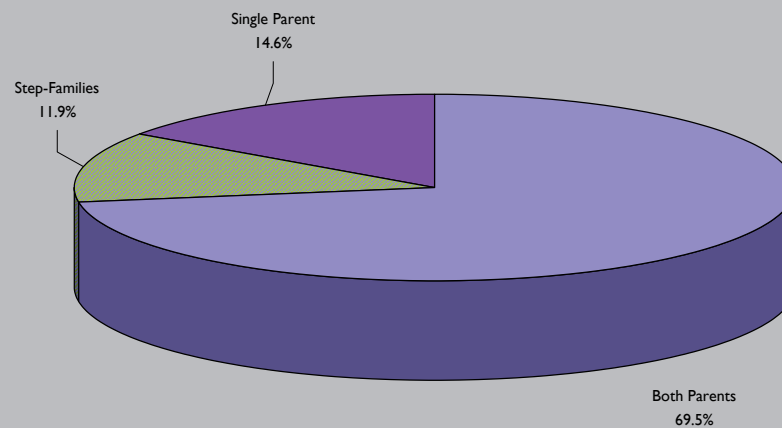


Figure 7

**Family Structure:
Breakdown of Students Taking the
2007 Utah SHARP Prevention Needs Assessment Survey**



2

Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

The Utah Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise, place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the problem behaviors faced by youth – delinquency, substance abuse, violence, school dropout, and teen pregnancy – share many common risk

factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the Utah PNA survey will be provided.

Just as medical research discovered the risk factors for heart disease, social scientists have defined risk factors that place youth at risk for problem behaviors.

The risk and protective factors have been organized into the four important areas of a young person's life – community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results for Utah are provided by grade.

Risk and protective factor charts are also provided to illustrate Utah risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

The section concludes with a discussion of the findings from bonding questions that were added to the 2007 survey. Responses to these bonding questions will be discussed by grade level, and the relationship between bonding and substance use will be explored.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **8-state norm dots** that indicate an estimate of national rates.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the group that was not at-risk. The Prevention Needs Assessment survey instrument was designed to assess adolescent substance use, antisocial behavior and the risk and protective factors that predict these adolescent problem behaviors. Since risk and protective factor model surveys have been given to thousands of youth in the Six-State and 8-state Consortium Projects, it was possible to select two groups of youth nationwide, one that was more at-risk for problem behaviors and another group that was less at-risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades); alcohol, tobacco, and other drug (ATOD) use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions); and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Eight-State Norm

The 8-State Norm allows a comparison between the levels of risk, protection and antisocial behavior in your community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. Similarly, 8-State levels of antisocial behavior represent the percentage of youth in the eight states who engaged in each of the eight antisocial behaviors. In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State database and those from the national Monitoring the Future survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm.

Community Risk and Protective Factors

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Utah communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for the community domain are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs

(Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where youth just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms

(Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime

(Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the Utah PNA Survey does not gather results for this risk factor.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems. NOTE: The Utah PNA no longer asks questions regarding Transitions and Mobility. Archival indicators appear to be a better source of this information than the PNA Survey. Increases and decreases in community population according to the census estimates, changes in school enrollment, and new building permits can be used as indicators of community transitions and mobility.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods), the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood – such as merchants, teachers, police, and human services personnel – live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community. NOTE: The Utah PNA no longer asks questions regarding Community Disorganization because this information can be collected in other ways.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on. Please note that a scale has not been developed for this risk factor, and the Utah PNA Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey participants in 2007 were not at-risk in the community domain. Table 6 shows that the highest scaled score was for 12th grade Low Neighborhood Attachment (37.4% at risk), followed by 8th grade Perceived Availability of Handguns (36.4% at risk).

In looking at Utah's community risk factor scales in relation to the 8-state norm, Figure 8 illustrates that Utah's levels of risk are far below other states for all grades. For Low Neighborhood Attachment, Laws and Norms Favoring Drug Use, and Perceived Availability of Drugs, Utah risk factor scale scores were significantly lower than 8-state norm scores. For Perceived Availability of Handguns, Utah rates were more similar to the 8-state norm, but still significantly lower.

Protective Factors

There are two protective factor scales for the community domain – Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. Rates of Rewards for Prosocial Involvement were significantly higher than the 8-state norm for all grades. The lowest rate of protection occurred for 10th grade Community Rewards for Prosocial Involvement (63.5% with protection). The highest protective factor scale score was 12th grade Community Opportunities for Prosocial Involvement (75.4% with protection).

Comparisons to Previously Gathered Utah PNA Survey Data

Three administrations (2003, 2005, and 2007) of risk and protective factor data are available for Utah. Data presented in Table 6 depicts changes in risk and protective factor rates since the 2003 and 2005 surveys.

Since the 2005 survey, rates of Laws and Norms Favoring Drug Use have decreased 1.3% to 3.2% in each grade; Perceived Availability of Handguns increased 1.3% to 2.1% in grades 6, 10, and 12. Since the 2003 survey, Perceived Availability of Drugs have decreased 1.1% to 5.4% in each grade, and Laws and Norms Favoring Drug Use have decreased 2.7% to 5.3% in each grade.

As for protective factors, rates for Community Opportunities for Prosocial Involvement decreased 1.1% to 1.5% in each grade since the 2005 survey, and 5.1% to 9.9% in each grade since the 2003 survey. Further, 6th grade rates of Community Rewards for Prosocial Involvement increased 2.9% since 2005, and 10th grade rates decreased 2.1% 2005.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 and 2005 state survey data.

Table 6

Community Domain Risk and Protective Factor Scores	6th Grade			8th Grade			10th Grade			12th Grade		
RISK FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Low Neighborhood Attachment	35.4	34.6	34.0	26.2	28.1	28.6	36.9	31.9	34.5	39.1	34.6	37.4
Laws & Norms Favor Drug Use	28.5	26.8	25.3	24.3	23.8	21.6	21.9	18.6	17.3	24.9	22.8	19.6
Perceived Availability of Drugs	37.1	34.9	36.0	28.5	26.6	24.7	34.6	32.5	32.6	40.4	38.3	35.0
Perceived Availability of Handguns	24.0	22.6	24.3	39.5	36.7	36.4	26.6	25.8	27.9	34.8	31.9	33.2
PROTECTIVE FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Opportunities for Prosocial Involvement	75.6	67.8	66.3	82.8	74.0	72.9	81.6	74.7	73.3	80.5	77.0	75.4
Rewards for Prosocial Involvement	64.0	60.8	63.7	69.6	66.6	65.8	65.3	65.6	63.5	63.7	66.7	65.8

Figure 8

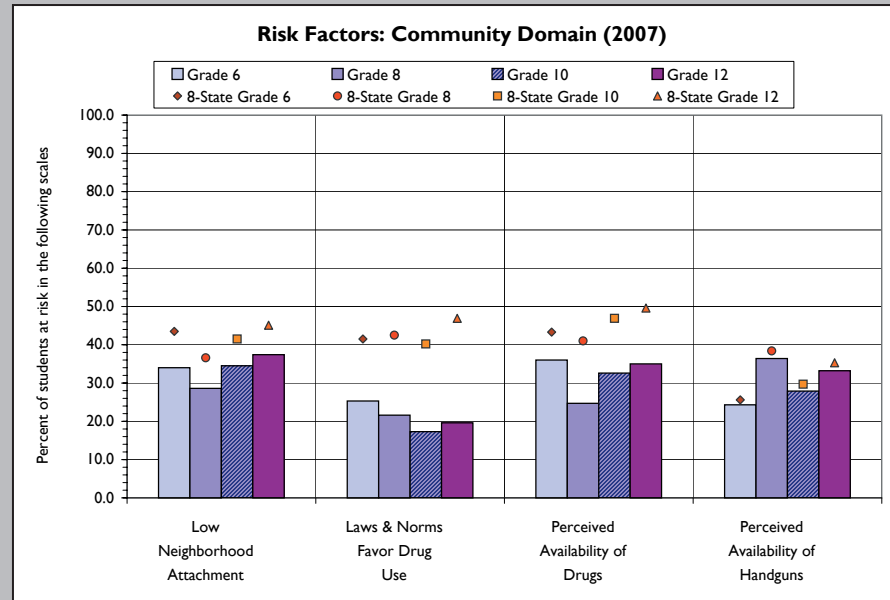
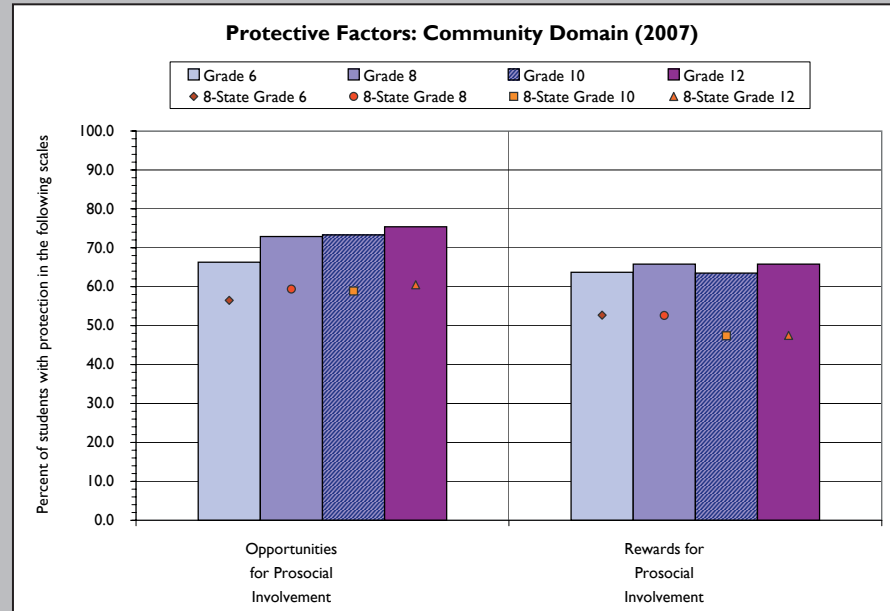


Figure 9



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents' not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement in the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey respondents were not at-risk in the family domain. Table 8 shows that the highest scaled score was for Parent Attitudes Favorable to Antisocial Behavior for 10th graders (43.5% at-risk) and 6th grade Family Conflict (40.7%).

In looking at Utah's Family risk factor scales in relation to the 8-state norm, Figure 10 illustrates that most of Utah's levels of risk are significantly lower than other states for most grades. The 8th grade rate of Family Conflict was the only rate similar to the 8-state norm. All other rates were significantly lower than the 8-state norm.

Protective Factors

There are three protective factor scales for the family domain – Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. In the family domain, all protective factor rates for the state were above the 8-state norm for all grades. The highest protective factor score was 6th grade Family Opportunities For Prosocial Involvement (71.9% with protection), while the lowest risk factor score was 8th grade Family Rewards for Prosocial Involvement (58.3% with protection).

Comparisons to Previously Gathered Utah PNA Survey Data

Three administrations (2003, 2005, and 2007) of risk and protective factor data are available for Utah. Data presented in Table 8 depicts changes in risk and protective factor rates since the 2003 and 2005 surveys.

As can be seen in Table 8, levels of risk in the family domain decreased since 2005 in all grades for Poor Family Management (decreases of 1.1% to 1.7% in each grade) and increased since 2005 in all grade for Family History of Antisocial Behavior (increases of 1.2% to 4.5% in each grade).

Levels of protection stayed relatively constant, with Family Attachment increasing 1.5% in the 8th grade, decreasing 1.4% in the 10th grade, and decreasing 1.3% in the 12th grade. However, since the 2003 survey, Family Opportunities for Prosocial Involvement increased 2.7% in the 6th grade and 3.2% in the 12th grade.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 and 2005 state survey data.

Table 8

Family Domain Risk and Protective Factor Scores	6th Grade			8th Grade			10th Grade			12th Grade		
RISK FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Poor Family Management	39.9	40.3	38.6	32.5	31.6	30.1	31.2	30.2	29.1	36.7	31.8	30.4
Family Conflict	38.7	39.9	40.7	31.5	33.5	35.3	39.3	38.4	40.6	35.1	34.6	33.7
Family History of Antisocial Behavior	34.7	27.4	31.9	27.0	23.3	24.5	30.8	28.5	30.0	34.2	28.6	30.4
Parent Attitudes Favorable to Antisocial Behavior	24.5	30.7	27.8	33.3	40.6	38.5	36.8	44.0	43.5	34.2	40.0	39.5
Parent Attitudes Favor Drug Use	6.3	8.5	7.6	11.7	15.9	15.1	17.0	22.3	21.2	16.8	19.6	17.4
PROTECTIVE FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Family Attachment	68.1	68.8	67.9	66.0	63.7	65.2	67.7	67.9	66.5	68.6	69.7	68.4
Opportunities for Prosocial Involvement	69.2	72.7	71.9	72.7	70.7	71.7	65.0	64.7	64.8	64.0	67.1	67.2
Rewards for Prosocial Involvement	65.5	65.3	65.4	61.4	58.5	58.3	66.2	64.3	63.3	64.1	64.8	64.1

Figure 10

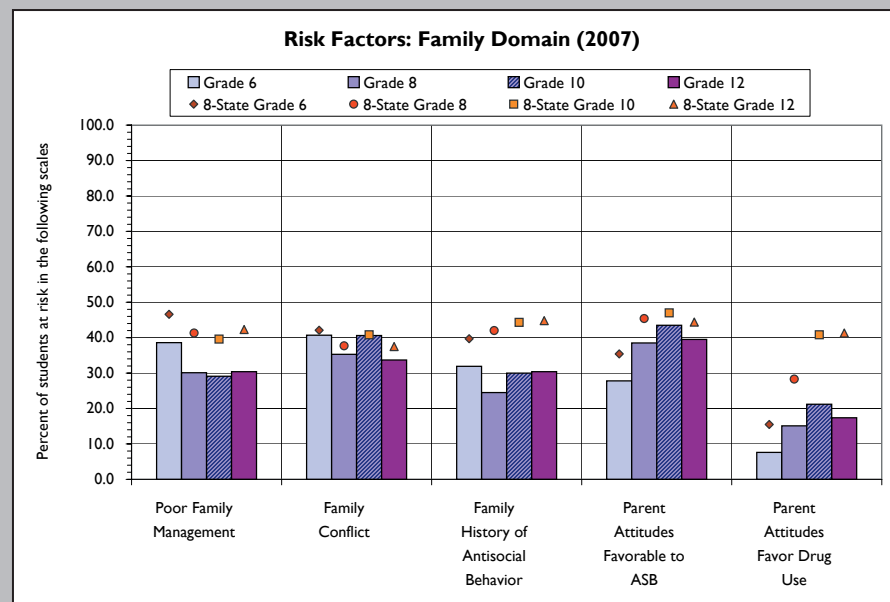
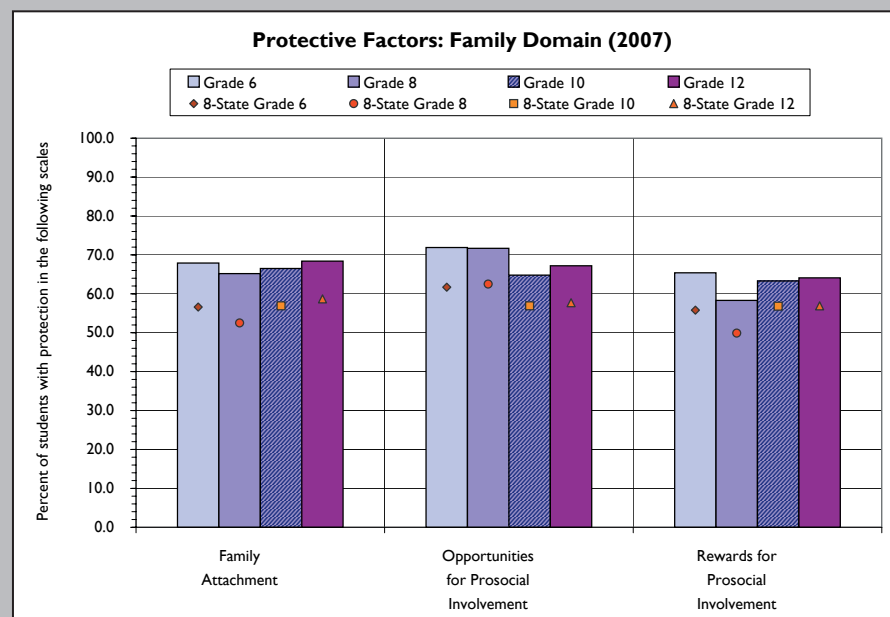


Figure 11



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in school. The Utah data will be important for schools, in that it will help them target the problem behaviors and student populations which are at the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When youth have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

Academic Failure in Elementary School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Youth fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain – Academic Failure and Low Commitment to School. Rates for both risk factors were significantly lower than the 8-state norm for all grades. The highest risk factor score was for 8th grade Low Commitment to School (40.9% at risk).

Risk factor rates are very close for all grades, indicating that in the school domain, youth are equally effected by the risk factors.

Protective Factors

There are also two protective factor scales for the school domain – School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. Utah protective factor rates were significantly lower than the 8-state norm for all scales and all grades. The only rate that was similar to the 8-state norm was 8th grade School Rewards for Prosocial Involvement. The highest protective factor scale rate was 12th grade School Opportunities for Prosocial Involvement (71.2% with protection).

Comparisons to Previously Gathered Utah PNA Survey Data

Three administrations (2003, 2005, and 2007) of risk and protective factor data are available for Utah. Data presented in Table 10 depicts changes in risk and protective factor rates since the 2003 and 2005 surveys.

Data presented in Table 10 depicts changes in risk and protective factor rates since the 2003 and 2005 surveys. Rates of Low Commitment to School decreased 1.2% to 5.4% in each grade. Academic Failure decreased 1.9% in the 6th grade and 2.4% in the 10th grade since 2005.

As for protective factors in the school domain, rates of School Rewards for Prosocial Involvement remained fairly stable since the 2003 survey, while rates of School Opportunities for Prosocial Involvement increased 2.7% in the 6th grade, 3.9% in the 8th grade, and 3.4% in the 12th grade since 2005. School Rewards for Prosocial Involvement increased 1.1% to 3.2% in each grade since the 2005 survey.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 and 2005 state survey data.

Table 10

School Domain Risk and Protective Factor Scores	6th Grade			8th Grade			10th Grade			12th Grade		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
RISK FACTORS												
Academic Failure	31.4	33.1	31.2	36.4	34.7	35.2	33.7	37.6	35.2	38.0	34.2	33.6
Low Commitment to School	37.9	39.6	38.4	42.7	46.3	40.9	37.9	38.9	36.3	39.7	38.8	37.3
PROTECTIVE FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Opportunities for Prosocial Involvement	60.1	54.8	57.5	63.9	60.7	64.6	70.6	66.3	69.7	69.6	70.6	71.2
Rewards for Prosocial Involvement	63.5	62.5	65.7	53.5	52.7	54.3	64.7	64.5	67.4	52.3	52.9	54.0

Figure 12

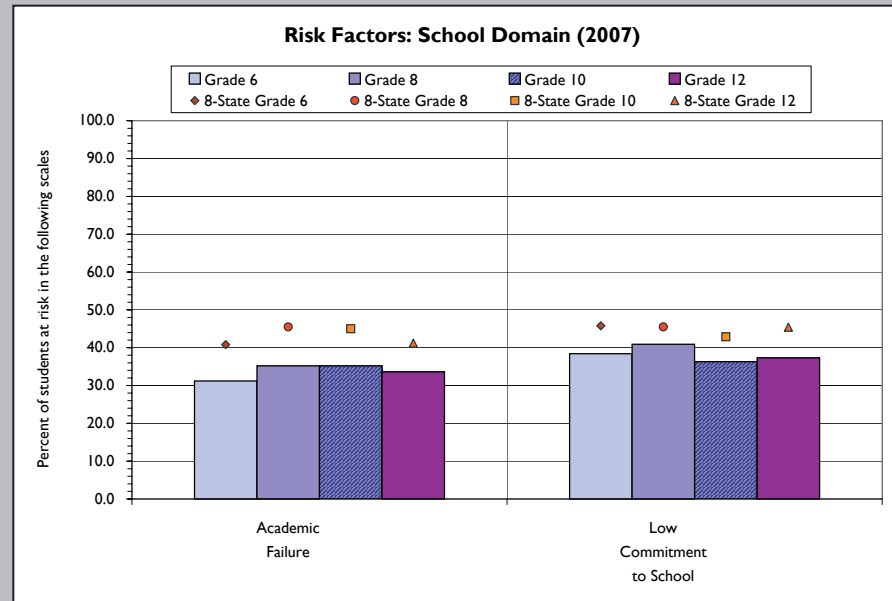
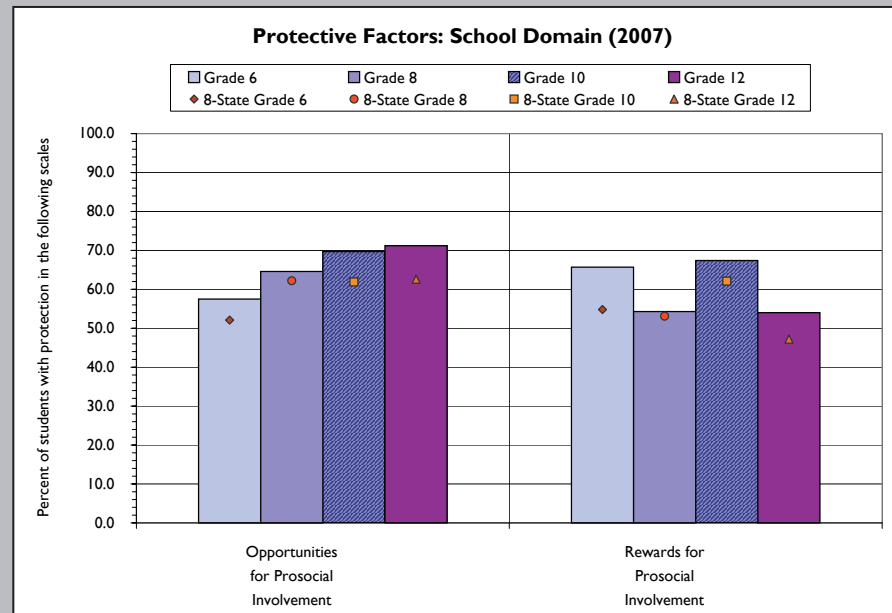


Figure 13



Peer/Individual Risk and Protective Factors

The final domain of a student's life — peer/individual — consists of much more than mere peer pressure. While youth are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as “cool”); the peer/individual domain also consists of several factors which spring from the individual. For example, youth who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Peer/Individual					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

Early and Persistent Antisocial Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Gang Involvement

(Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs.

Favorable Attitudes Toward the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depressive Symptoms

(Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in pro-social activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Utah survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions.

Intention to Use ATODs

(Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Constitutional Factors

(Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person

responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers, or other significant adults, and/or pro-social friends. Children who are *attached* to positive families, friends, schools, and their community, and

who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

When looking at the grades individually, the highest risk score for youth in the 6th, 8th, and 10th grades was Depressive Symptoms (31.4% at risk in the 6th grade, 34.3% at risk in the 8th grade, and 38.2% at risk in the 10th grade). The highest scale score in the 12th grade was Attitudes Favorable Towards Antisocial Behavior (35.2% at risk). The lowest scale scores were for Gang Involvement (3.8% to 5.9% at risk in each grade).

In comparison to the 8-state norm, a large majority of Utah risk factor scores are significantly below the norm. The only risk factor scores that are similar to the 8-state norm were 10th and 12th grade Gang Involvement.

Protective Factors

There are five protective factor scales for the peer/individual domain. All protective factor scales for all grades were significantly higher than the 8-state norm. The highest protective factor score was for 12th grade Peer/Individual Rewards for Prosocial Involvement (78.1% with protection) and 6th grade Belief in the Moral Order (75.9% with protection).

Comparisons to Previously Gathered Utah PNA Survey Data

Three administrations (2003, 2005, and 2007) of risk and protective factor data are available for Utah. Data presented in Table 12 depicts changes in risk and protective factor rates since the 2003 and 2005 surveys.

Since the 2005 Utah PNA Survey, risk factor scores for the Rebelliousness, Early Initiation of Drug Use, Attitudes Favorable to Drug Use, Friends' Use of Drugs, Depressive Symptoms, and Intention to Use Drugs scales significantly decreased.

Overwhelmingly in the Peer/Individual Domain, levels of risk decreased since the 2005 survey. The only significant increases in risk since the 2005 survey are found for 10th grade Rewards for Antisocial Behavior (increase of 1.1% since 2005) and Gang Involvement (increase of 1.0% since 2005), and 12th grade Rewards for Antisocial Behavior (increase of 1.3% since 2005).

It is also helpful to look at significant changes that have occurred over a longer period of time, from the first 2003 PNA administration to the 2007 administration. Rates of the Depressive Symptoms risk factor scale have been gradually decreasing since the 2003 survey in all grades. For the 6th grade, the scale scores have decreased 4.4% since the 2005 survey and 6.9% since the 2003 survey; in the 8th grade, scores decreased 4.3% since 2005 and 5.1% since 2003; in the 10th grade, scores decreased 2.9% since 2005 and 7.5% since 2003; and in the 12th grade, scores decreased 2.4% since 2005 and 3.4% since 2007.

Appendix E contains risk and protective factor charts for the 6th, 8th, 10th, and 12th grades. All of these profile charts contain all of the risk and protective factors with comparisons to the 2003 and 2005 state survey data.

Table 12

Peer/Individual Domain Risk and Protective Factor Scores	6th Grade			8th Grade			10th Grade			12th Grade		
RISK FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Rebelliousness	28.4	32.6	30.4	30.9	33.1	30.6	37.1	40.8	37.7	34.9	37.7	35.1
Early Initiation of Antisocial Behavior	18.9	19.2	17.2	24.8	26.0	24.7	30.1	31.0	29.4	31.2	28.3	28.2
Early Initiation of Drug Use	17.9	15.7	14.4	20.5	21.9	19.2	22.1	21.3	19.6	27.6	23.6	20.8
Attitudes Favorable to Antisocial Behavior	30.9	33.2	28.9	25.4	29.9	27.6	35.2	38.2	37.1	36.1	35.9	35.2
Attitudes Favorable to Drug Use	11.5	10.9	9.5	17.9	20.0	17.8	21.1	25.3	23.2	22.0	22.4	20.8
Perceived Risk of Drug Use	31.1	32.7	31.1	20.2	25.1	22.6	26.3	30.0	29.1	23.6	23.4	22.6
Interaction with Antisocial Peers	29.8	30.2	26.9	24.1	26.4	26.3	27.5	28.3	27.1	27.4	26.9	25.3
Friend's Use of Drugs	14.6	13.4	11.1	22.7	26.1	24.1	23.1	24.6	22.5	21.1	20.9	18.7
Rewards for Antisocial Behavior	19.4	18.5	18.4	22.3	22.3	20.3	21.9	23.4	24.5	23.7	22.8	24.1
Depressive Symptoms	38.3	35.8	31.4	39.4	38.6	34.3	45.7	41.1	38.2	38.0	37.0	34.6
Intention to Use Drugs	23.0	22.2	20.3	13.8	15.3	13.4	16.4	19.7	18.7	19.5	20.8	19.2
Gang Involvement	3.8	4.8	4.3	5.0	5.6	5.9	5.0	4.3	5.3	2.7	3.8	3.8
PROTECTIVE FACTORS	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Religiosity	63.4	60.8	61.9	78.2	71.8	71.6	75.9	71.8	69.3	72.7	69.4	70.6
Belief in the Moral Order	73.1	73.5	75.9	73.7	72.7	74.8	64.0	63.1	65.9	63.3	67.3	66.7
Interaction with Prosocial Peers	64.8	63.0	65.9	70.5	65.0	68.3	72.2	70.6	70.5	68.0	70.0	70.7
Prosocial Involvement	67.5	63.9	65.7	67.9	61.6	63.2	67.4	62.5	62.4	62.2	63.1	63.7
Rewards for Prosocial Involvement	58.7	59.5	65.4	61.1	60.1	63.4	73.4	71.8	73.5	75.5	77.7	78.1

Figure 14

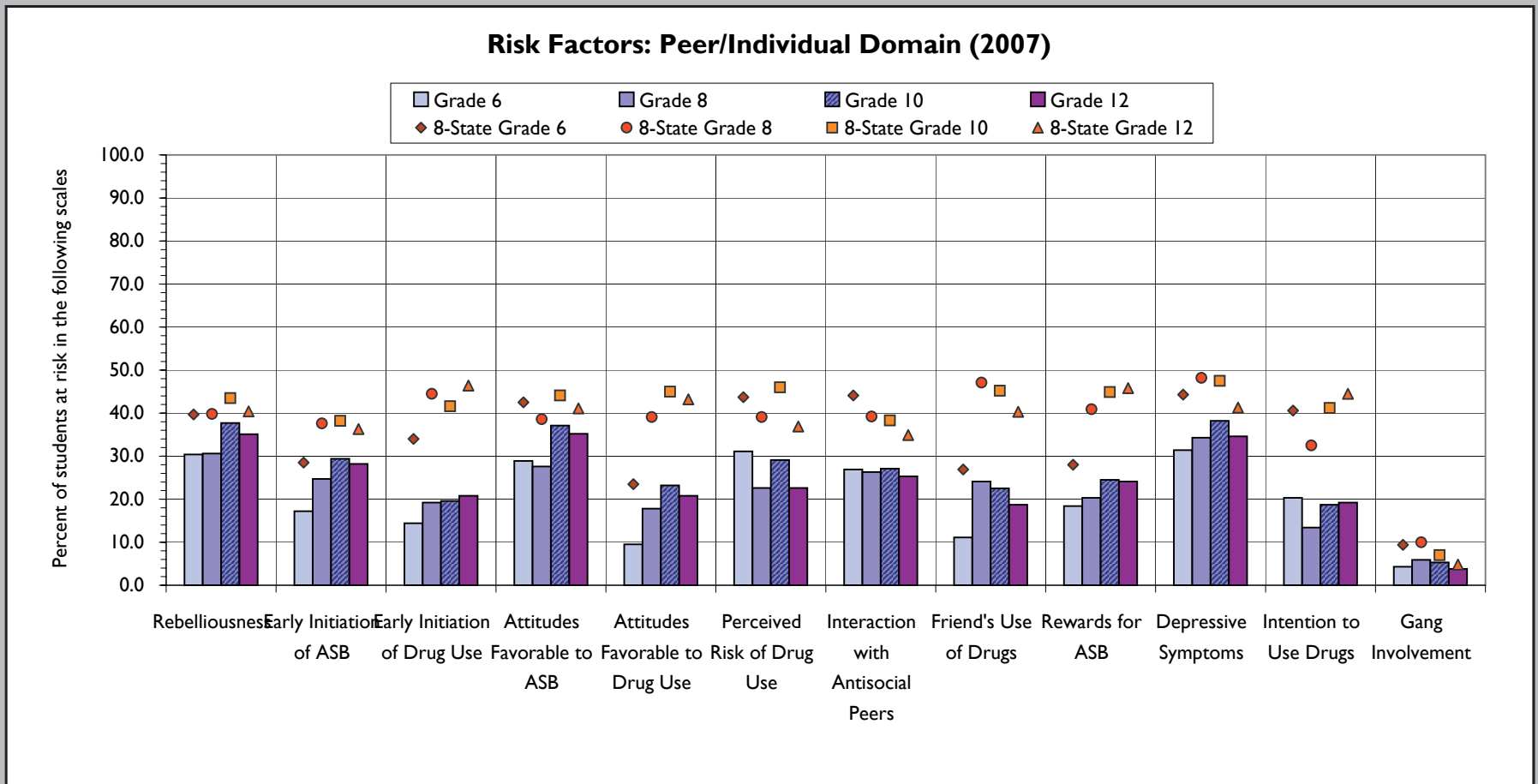
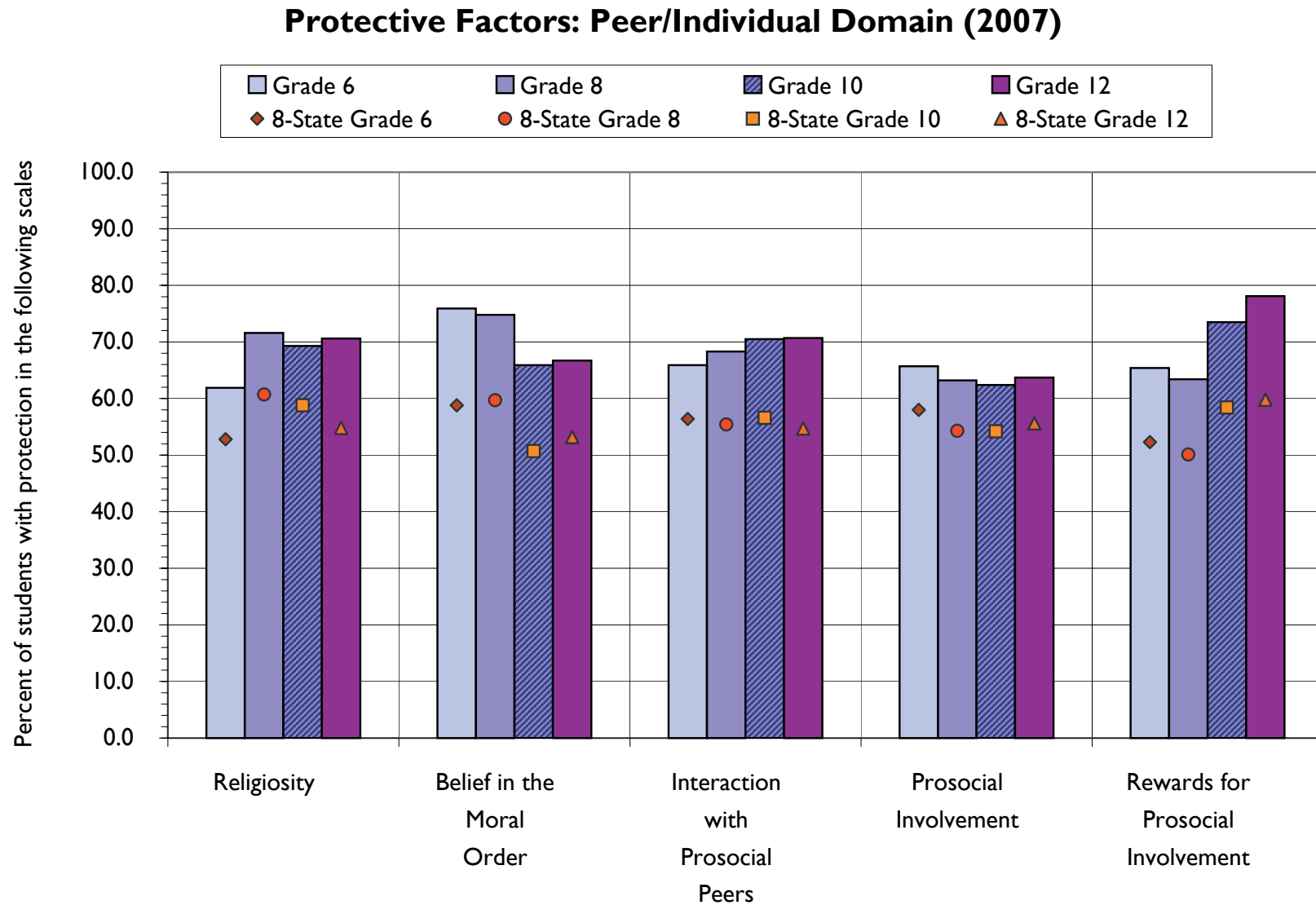


Figure 15



Student Bonding With Adults

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers, or other significant adults, and/or pro-social friends. Children who are *attached* to positive families, friends, schools, and their community, and who are *committed* to achieving the goals valued by these groups, are less likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Bach Harrison is in the process of developing a bonding protective factor scale which would add to the findings reported in the PNA Survey Profile Reports. This section reports some initial findings from a four-part bonding question added to the 2007 survey. Table 13 and Figure 16 display bonding results by grade level. While bonding is not yet a protective factor scale, selected findings for the added questions show a strong relationship between bonding and substance use (see Table 14 and Figure 17). Students were asked "Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you: (a) feel very close to, (b) share your thoughts and feelings with, (c) enjoy spending time with, and (d) could ask for help if you had a problem?" Responses to each sub-question (a, b, c, and d) were "NO!," "no," "yes," and "YES!"

Bonding by Grade Level

Table 13, which depicts bonding results by grade level, shows that a majority of students answered "YES!" or "yes" to the bonding questions, indicating that most students in all grades feel bonded to adults in their lives. Of all Utah PNA survey participants in grades 6, 8, 10, and 12, 91.5% (answers of "YES!" or "yes") felt close an adult, 83.9% (answers of "YES!" or "yes") felt they could share their thoughts or feelings with an adult, 94.2% (answers of "YES!" or "yes") indicated that they enjoyed spending time with an adult, and 92.5% (answers of "YES!" or "yes") felt they could ask an adult for help if they had a problem.

Figure 16

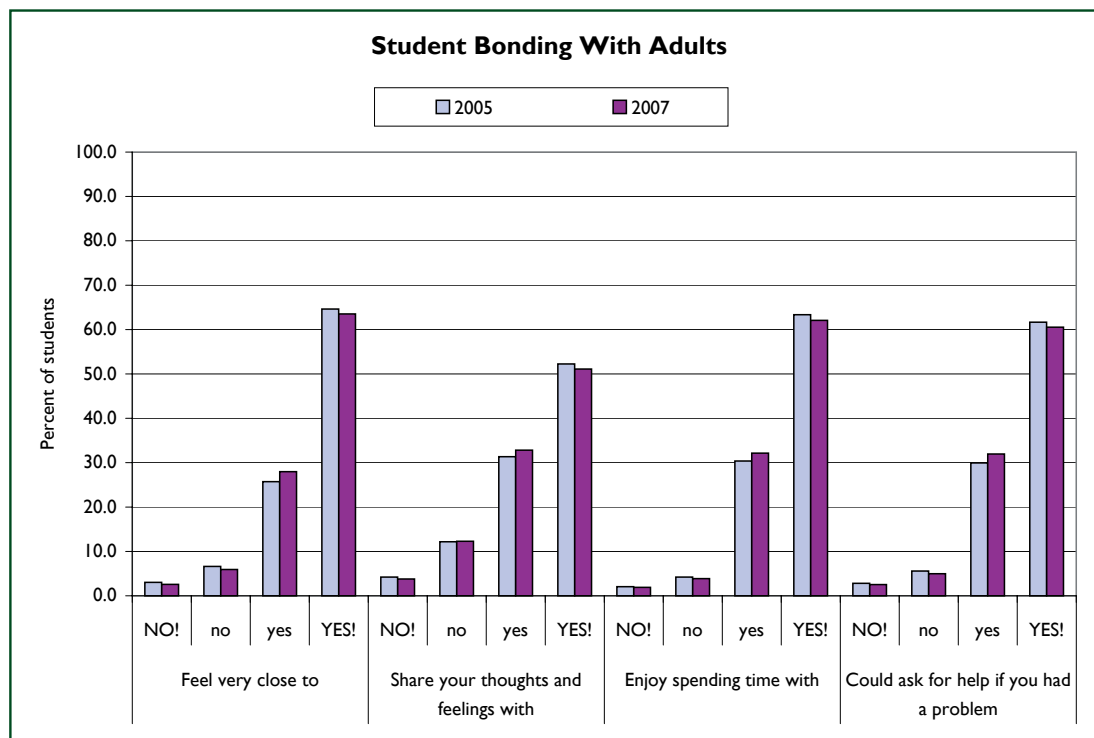


Table 13

Student Reports of Perceived Level of Closeness and Bonding to Adults, by Grade											
Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you:											
		6th Grade		8th Grade		10th Grade		12th Grade		Total	
		2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Feel very close to	NO!	2.5	2.1	3.6	3.0	3.1	3.0	2.8	2.2	3.0	2.6
	no	3.7	2.8	6.6	5.5	8.2	7.3	7.8	7.9	6.6	5.9
	yes	18.3	18.3	27.0	29.2	29.2	32.7	27.8	31.2	25.7	28.0
	YES!	75.5	76.8	62.9	62.4	59.4	57.0	61.6	58.8	64.6	63.5
		6th Grade		8th Grade		10th Grade		12th Grade		Total	
		2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Share your thoughts and feelings with	NO!	4.2	3.8	5.2	4.2	4.3	4.1	3.1	3.1	4.2	3.8
	no	8.9	8.8	12.7	12.7	14.5	14.5	12.3	12.9	12.2	12.3
	yes	25.0	25.0	32.1	34.5	34.2	36.5	33.6	35.0	31.4	32.8
	YES!	61.9	62.4	50.0	48.6	47.0	44.9	51.0	49.1	52.3	51.1
		6th Grade		8th Grade		10th Grade		12th Grade		Total	
		2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Enjoy spending time with	NO!	1.6	1.4	2.6	2.4	1.9	2.2	2.1	1.7	2.1	1.9
	no	2.5	2.0	3.8	3.5	5.1	4.8	5.2	5.0	4.2	3.9
	yes	18.2	18.8	30.6	33.1	36.1	37.9	35.5	38.0	30.4	32.2
	YES!	77.7	77.9	62.9	61.0	56.9	55.2	57.2	55.3	63.4	62.1
		6th Grade		8th Grade		10th Grade		12th Grade		Total	
		2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Could ask for help if you had a problem	NO!	2.2	2.2	3.9	3.2	2.9	2.7	2.3	2.1	2.8	2.5
	no	3.4	3.1	6.1	5.3	6.9	6.3	5.8	5.2	5.6	5.0
	yes	20.0	20.1	30.4	33.3	34.9	37.3	33.6	36.5	29.9	32.0
	YES!	74.5	74.6	59.6	58.2	55.3	53.7	58.3	56.3	61.7	60.5

In looking at the results by individual grade level, 6th graders indicated the highest levels of bonding to an adult, with 95.1% indicating (“yes” or “YES!”) they felt close to an adult, 87.3% indicating they felt they could share their thoughts or feelings with an adult, 96.6% indicating they enjoyed spending time with an adult, and 94.7% indicating they could ask an adult for help if they had a problem.

In regards to the percentage of students who indicated a lack of bonding (answering “no” or NO!” to the four questions), 10th graders indicated the highest rates of not feeling very close to an adult (10.3% answering “no” or “NO!”), feeling they could not share their thoughts or feelings with an adult (18.6% answering “NO!” or “no”), indicating that they did not enjoy spending time with an adult (6.9% answering “NO!” or “no”), and answering that they could not ask an adult for help if they had a problem (9.0% answering “NO!” or “no”).

Marijuana Use by Bonding

Table 14 and Figure 17 display the relationship between level of bonding and marijuana lifetime and past month use. Figure 17 depicts a gradual increase in use with decreased perception of bonding with an adult. For example, in Utah, students who responded “NO!” to the question of whether or not they felt very close to an adult were over two times more likely to use marijuana in their lifetime and four times more likely to use marijuana in the past 30 days than students who answered “YES!” to the same question. The same holds for all bonding questions. For example, of students who answered “NO!” to the question of whether they enjoyed spending time with an adult, 22.6% indicated smoking marijuana at least once in their lifetime and 10.9% indicating smoking marijuana in the past 30 days. In contrast, of the students responding “YES!” to the same question, only 7.0% indicated smoking marijuana in their lifetime and 2.5% indicating smoking marijuana in the past month. Similar results were found in analysis of the relationship between bonding and lifetime/30-day use of alcohol, cigarettes, and any drug.

Figure 17

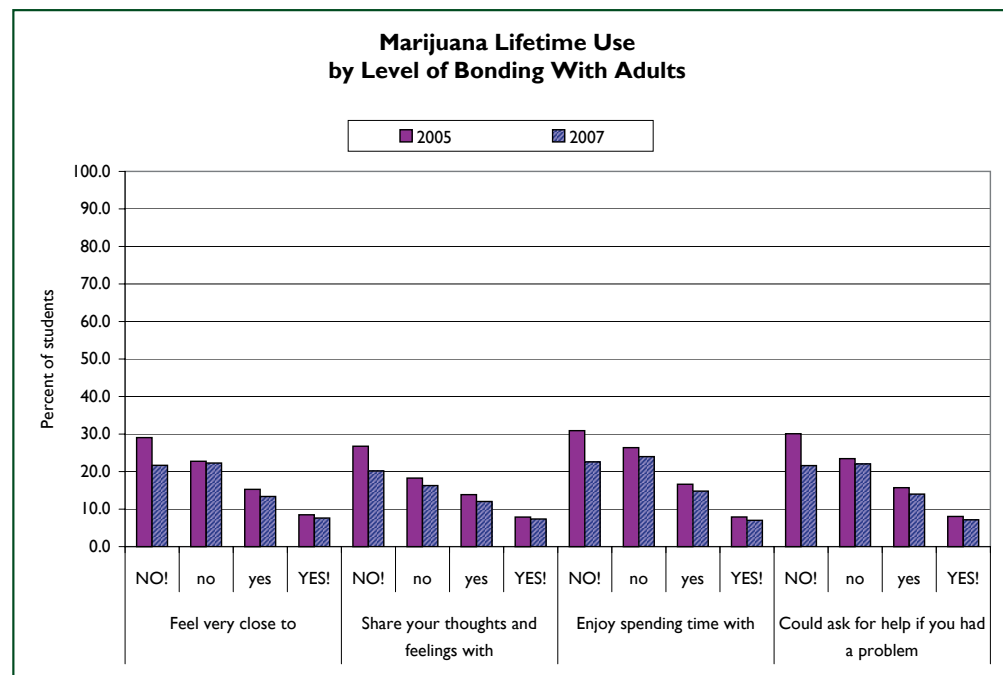


Table 14

Student Reports of Substance Use by Perceived Level of Closeness and Bonding to Adults									
Is there an adult in your life, such as a parent, relative, teacher, or neighbor, who you:		NO!		no		yes		YES!	
		2005	2007	2005	2007	2005	2007	2005	2007
Alcohol Use Lifetime	Feel very close to	52.4	44.9	47.6	47.8	34.2	33.7	21.6	20.7
	Share your thoughts and feelings with	49.1	44.8	40.6	38.7	31.6	30.4	20.3	19.8
	Enjoy spending time with	52.0	45.1	49.6	51.0	36.8	35.4	20.8	19.9
	Could ask for help if you had a problem	50.7	46.0	47.8	48.4	36.1	33.9	20.5	20.1
Alcohol Use 30 Day	Feel very close to	27.9	23.3	22.5	22.3	15.1	14.4	8.3	8.0
	Share your thoughts and feelings with	24.7	22.0	19.0	17.0	13.5	12.9	7.7	7.6
	Enjoy spending time with	26.8	23.7	26.1	24.3	16.5	15.2	7.8	7.7
	Could ask for help if you had a problem	26.6	23.6	24.0	22.2	15.5	14.7	7.9	7.7
Marijuana Use Lifetime	Feel very close to	29.1	21.7	22.7	22.3	15.3	13.4	8.5	7.6
	Share your thoughts and feelings with	26.8	20.2	18.3	16.3	13.9	12.0	7.9	7.4
	Enjoy spending time with	30.9	22.6	26.4	24.0	16.6	14.8	7.9	7.0
	Could ask for help if you had a problem	30.1	21.6	23.4	22.0	15.7	14.0	8.0	7.2
Marijuana Use 30 Day	Feel very close to	15.9	11.2	11.3	9.2	6.5	5.6	3.3	2.7
	Share your thoughts and feelings with	14.0	9.7	8.4	7.0	5.7	5.0	3.2	2.4
	Enjoy spending time with	15.1	10.9	13.9	11.4	7.3	6.0	3.1	2.5
	Could ask for help if you had a problem	15.7	9.3	12.4	8.8	6.6	6.1	3.2	2.4
Cigarette Use Lifetime	Feel very close to	35.1	30.1	29.0	26.7	20.2	17.2	12.2	9.9
	Share your thoughts and feelings with	31.9	28.1	24.6	20.6	18.2	15.2	11.4	9.6
	Enjoy spending time with	34.0	30.4	33.4	28.7	21.4	18.3	11.7	9.5
	Could ask for help if you had a problem	33.8	30.5	31.1	28.8	20.5	17.0	11.7	9.6
Cigarette Use 30 Day	Feel very close to	12.2	11.5	9.3	8.4	6.0	5.1	2.7	2.5
	Share your thoughts and feelings with	10.3	9.6	7.6	5.7	4.8	4.6	2.7	2.4
	Enjoy spending time with	11.4	12.1	12.9	8.9	5.9	5.5	2.7	2.3
	Could ask for help if you had a problem	10.3	11.4	11.1	8.7	5.6	5.1	2.7	2.4

Section 3: Substance Use Outcomes

Age of Initiation

Utah youth were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by youth who had used the substance before were taken into account.

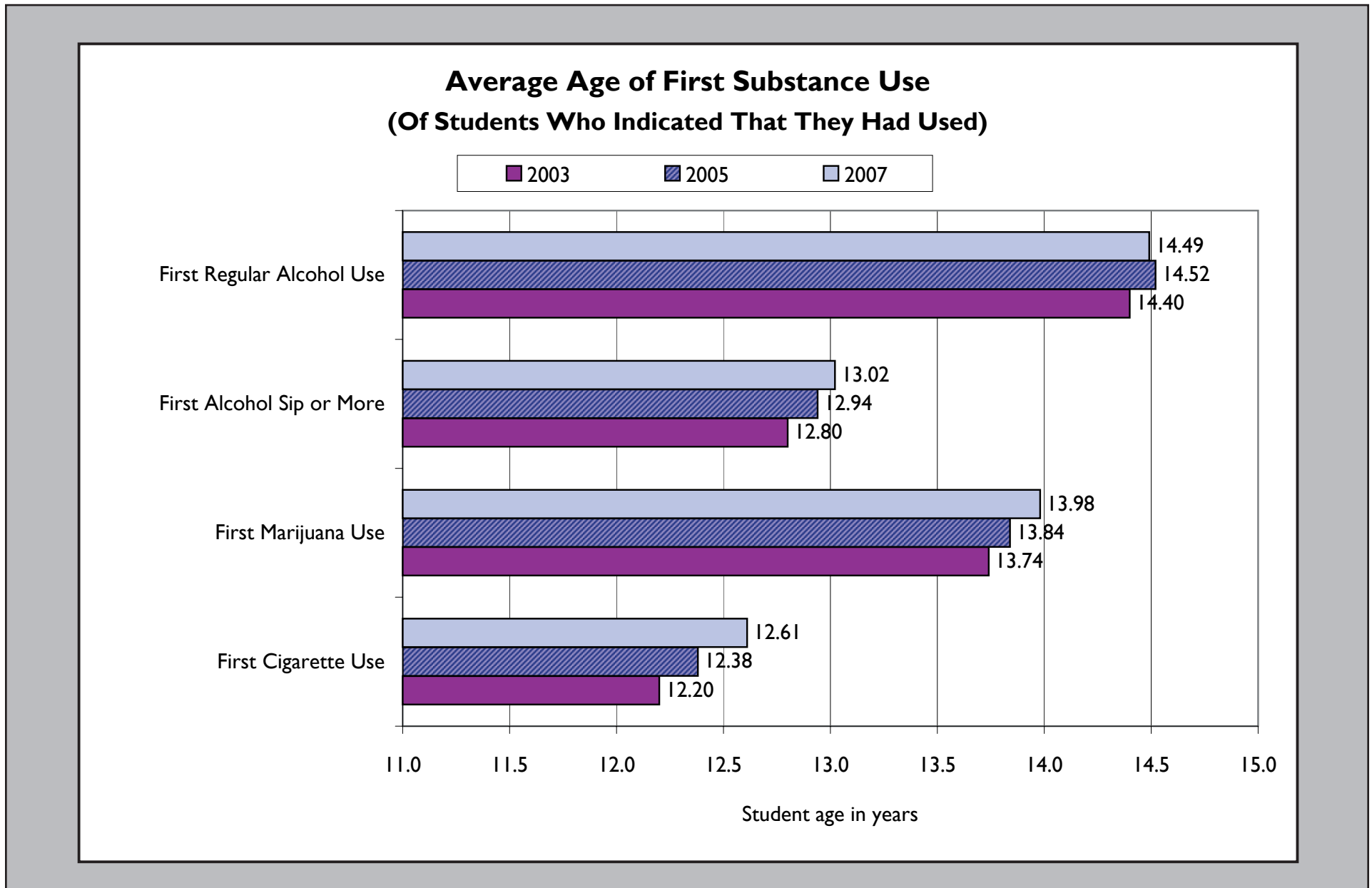
The results show that youth begin using cigarettes before using any other substance. Of the youth who had used cigarettes, the average age of first use in 2007 was 12.6 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 13.0 years, and the first regular use of alcohol at 14.5 years. The results also show that youth begin trying marijuana earlier than one would think. Of the youth who had used marijuana, the average age of first use was 14.0 years – 0.5 years before youth indicated that they had begun drinking regularly.

In comparing 2003, 2005, and 2007 Utah PNA Survey data, results were virtually unchanged for first use of all substances.

Table 15

Age of Initiation			
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)		
	2003	2005	2007
First Cigarette Use	12.2	12.4	12.6
First Marijuana Use	13.7	13.8	14.0
First Alcohol Sip or More	12.8	12.9	13.0
First Regular Alcohol Use	14.4	14.5	14.5

Figure 18



Lifetime ATOD Use, By Grade

Utah Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Figure 19, the most commonly used substances are alcohol (26.9% of Utah survey participants in the 2007 survey have used at least once), cigarettes (13.6% have used), marijuana (9.2% have used), and inhalants (11.5% have used).

Utah Results Compared to National Results

When looking at the Utah and MTF lifetime survey results (Table 16), significantly fewer Utah survey participants in all grades have had lifetime experience with alcohol, cigarettes, smokeless tobacco, marijuana, inhalants, hallucinogens, cocaine, methamphetamines, sedatives, and ecstasy than the national sample. Lifetime alcohol use for Utah youth who took the survey was 17.3% less for 8th graders to 34.5% less for 12th graders in comparison to the national sample; lifetime cigarette use in Utah was 13.4% less for 8th graders to 26.4% less for 12th graders in comparison to the national sample; lifetime smokeless tobacco use in Utah was 7.1% less for 8th graders to 8.9% less for 10th graders in comparison to the national sample; and lifetime marijuana use in Utah was 9.7% less for 8th graders to 22.5% less for 12th graders in comparison to the national sample. While steroid and heroin use rates in Utah are slightly lower than the MTF rates, the differences are not significant.

2007 Results Compared to 2005 Results

Table 16 also shows that several rates have decreased in the 2005 survey. For example, 6th, 8th, and 12th grade alcohol rates have decreased 1.0% to 1.8% in these grades since 2005; 6th, 8th, 10th, and 12th grade cigarette use have decreased 2.0% to 4.2% in these grades since 2005; 8th, 10th, and 12th grade marijuana use rates have decreased 1.2% to 3.3% in these grades since 2005; and 6th, 8th, and 10th grade rates of inhalant use have decreased 2.8% to 3.5% in each of these grades since 2005.

Figure 19

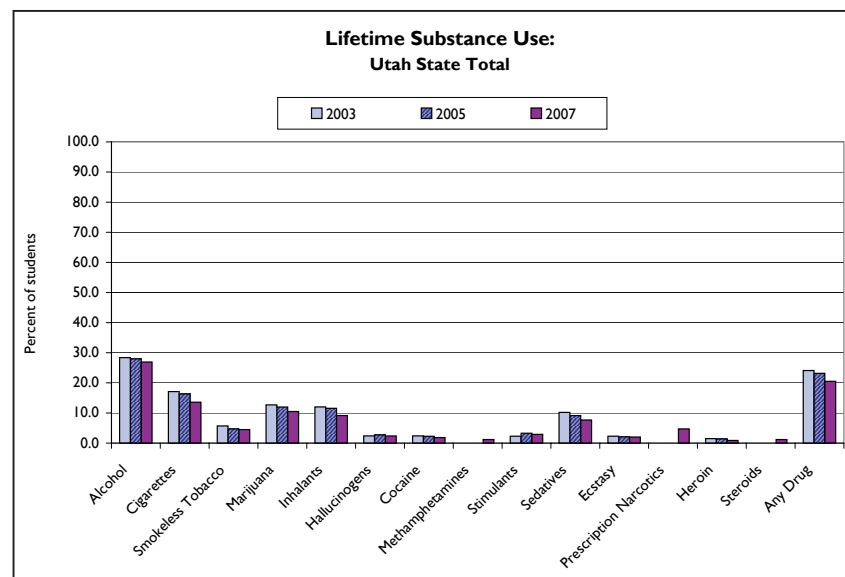


Figure 20

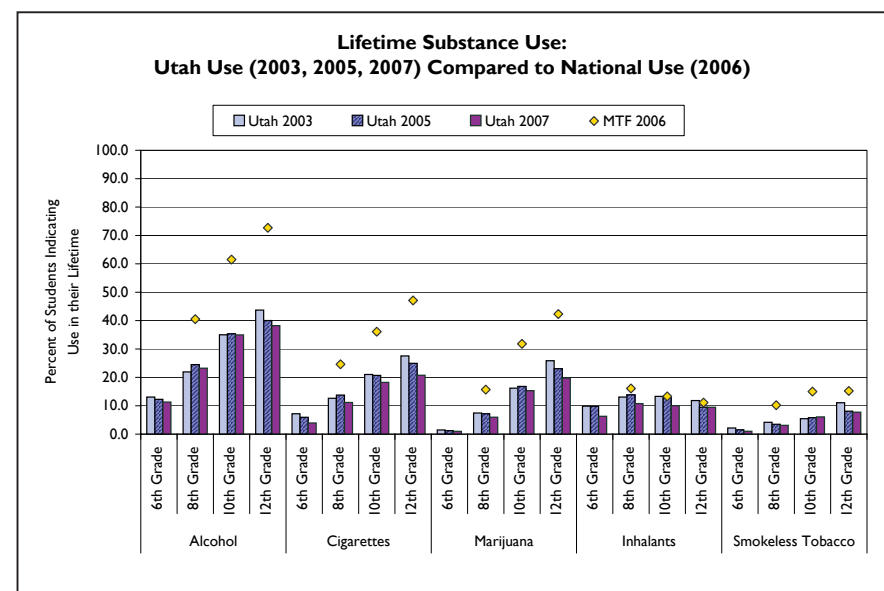


Table 16

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Alcohol	13.1	12.3	11.3	21.9	24.5	23.2	40.5	35.0	35.3	35.0	61.5	43.7	40.0	38.2	72.7	28.4	28.0	26.9
Cigarettes	7.2	6.0	3.9	12.6	13.8	11.2	24.6	21.0	20.7	18.2	36.1	27.5	25.0	20.7	47.1	17.1	16.3	13.6
Smokeless Tobacco	2.2	1.5	1.0	4.2	3.5	3.1	10.2	5.4	5.8	6.1	15.0	11.0	8.1	7.7	15.2	5.7	4.7	4.5
Marijuana	1.5	1.2	1.0	7.4	7.2	6.0	15.7	16.2	16.8	15.3	31.8	25.9	23.1	19.8	42.3	12.7	12.0	10.5
Inhalants	9.8	9.8	6.3	13.1	13.9	10.8	16.1	13.3	12.8	10.1	13.3	11.8	9.5	9.5	11.1	12.0	11.5	9.2
Hallucinogens	0.4	0.5	0.3	0.9	1.4	1.1	3.4	3.1	3.5	3.5	6.1	5.2	5.4	4.6	8.3	2.4	2.7	2.4
Cocaine	0.4	0.4	0.3	1.0	1.5	1.1	3.4	3.0	2.7	2.4	4.8	5.4	4.4	3.6	8.5	2.4	2.3	1.8
Methamphetamines**	N/A	N/A	0.2	N/A	N/A	0.9	2.7	N/A	N/A	1.6	3.2	N/A	N/A	2.0	4.4	N/A	N/A	1.2
Stimulants**	0.5	0.6	0.5	1.1	1.9	1.5	N/C	2.7	4.7	4.3	N/C	5.0	5.7	5.3	N/C	2.3	3.3	2.9
Sedatives	4.1	3.5	3.2	7.4	7.0	6.3	N/C	12.9	12.0	10.1	N/C	16.5	13.8	11.0	N/C	10.2	9.1	7.7
Ecstasy	0.5	0.2	0.1	1.4	1.2	0.8	2.5	2.7	2.5	2.6	4.5	4.7	4.4	4.6	6.5	2.3	2.1	2.0
Prescription Narcot-	N/A	N/A	0.4	N/A	N/A	2.2	N/C	N/A	N/A	6.7	N/C	N/A	N/A	9.5	N/C	N/A	N/A	4.7
Heroin***	0.3	0.1	0.2	0.6	0.8	0.5	1.4	1.7	1.7	1.2	1.4	3.3	2.9	1.5	1.4	1.5	1.4	0.9
Steroids	N/A	N/A	0.8	N/A	N/A	1.3	1.6	N/A	N/A	1.2	1.8	N/A	N/A	1.5	2.7	N/A	N/A	1.2
Any Drug	13.8	13.6	9.7	20.6	20.7	18.0	N/C	28.4	27.4	25.8	N/C	33.5	30.3	28.7	N/C	24.1	23.2	20.5

* The symbol --- is used to indicate an area where the data is unavailable due to the question not being asked that year. N/C indicates where MTF data is not comparable to Utah PNA data.
 ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."
 *** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

30-Day ATOD Use, By Grade

Utah 30-Day Usage

When looking at the percentage of youth who indicated that they used ATODs in the past 30 days (Table 17 and Figure 22), an increase by grade can be seen with all substances except inhalants. For example, only 0.5% of 6th graders had smoked cigarettes in the past 30 days, whereas the rate for 12th graders was 7.1%. However, 30-day inhalant usage peaked at grade 8 (3.3%) and declined to 1.7% by grade 12.

Utah Results Compared to National Results

Table 17 shows the percentage of youth in grades 6, 8, 10, and 12 who used ATODs in the 30 days prior to completing the survey. Significantly fewer Utah youth in grades 8, 10, and 12 have used alcohol, cigarettes, smokeless tobacco, and marijuana in the past 30 days than the national sample. Past month alcohol use for Utah youth who took the survey was 8.5% less for 8th graders to 26.3% less for 12th graders in comparison to the national sample for youth in grades 8, 10, and 12; 30-day cigarette use was 6.4% for 8th graders to 14.5% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; 30-day smokeless tobacco use was 2.6% less for 10th graders to 3.5% less for 12th graders in comparison to the national sample for grades 8, 10, and 12; and 30-day marijuana use was 4.1% less for 8th graders to 10.9% less for 12th graders in comparison to the national sample for grades 8, 10, and 12.

2007 Results Compared to 2003 and 2005 Results

Most rates of 30-day substance use changed very little since the 2005 survey, though past month 8th grade inhalant use decreased 2.0% (from 5.3% in 2005 to 3.3% in 2007), 10th grade sedative use decreased 1.7% (from 5.4% in 2005 to 3.7% in 2007), 12th grade alcohol use decreased 1.5% (from 20.5% in 2005 to 19.0% in 2007), 12th grade marijuana use decreased 2.1% (from 9.5% in 2005 to 7.4% in 2007), and 12th grade sedative use decreased 1.3% (from 5.1% in 2005 to 3.8% in 2007). The biggest decreases since the 2003 survey are found for 12th grade 30-day alcohol use (decrease of 2.1% since 2003), marijuana use (decrease of 2.7% since 2003), and sedative use (decrease of 4.1% since 2003).

Figure 21

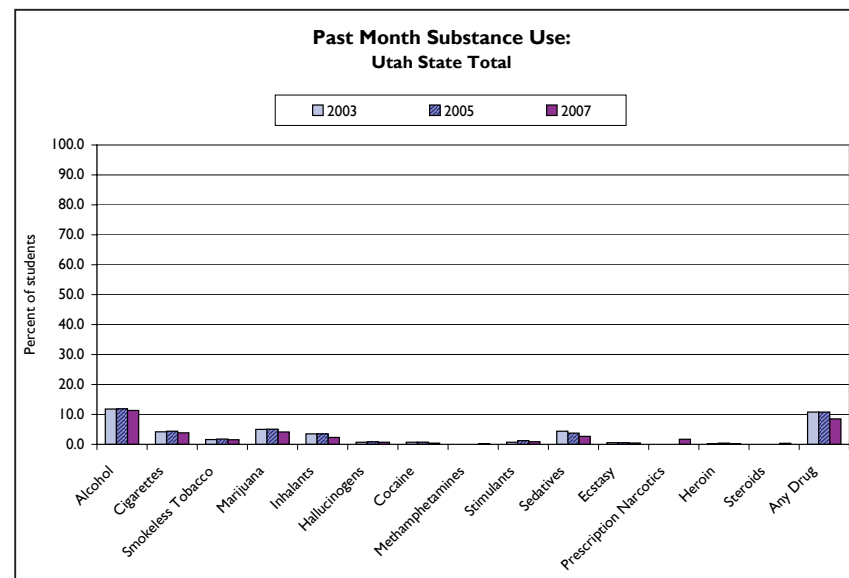


Figure 22

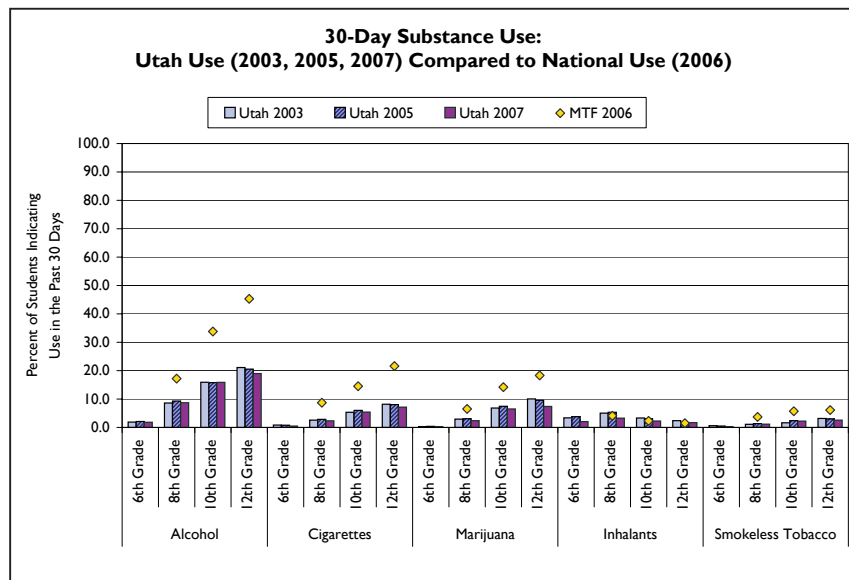


Table 17

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Alcohol	1.9	2.1	1.8	8.6	9.3	8.7	17.2	15.9	15.7	15.9	33.8	21.1	20.5	19.0	45.3	11.8	11.9	11.3
Cigarettes	0.8	0.8	0.5	2.6	2.8	2.3	8.7	5.3	6.0	5.4	14.5	8.2	8.0	7.1	21.6	4.2	4.4	3.9
Smokeless Tobacco	0.6	0.5	0.2	1.1	1.3	1.1	3.7	1.6	2.4	2.2	5.7	3.2	3.0	2.6	6.1	1.6	1.8	1.5
Marijuana	0.3	0.4	0.3	2.9	3.0	2.4	6.5	6.8	7.4	6.5	14.2	10.0	9.5	7.4	18.3	5.0	5.1	4.1
Inhalants	3.4	3.8	2.1	5.0	5.3	3.3	4.1	3.3	3.1	2.2	2.3	2.4	1.6	1.7	1.5	3.5	3.5	2.3
Hallucinogens	0.3	0.2	0.2	0.3	0.6	0.4	0.9	1.0	1.0	1.2	1.5	1.1	1.5	1.2	1.5	0.7	0.8	0.7
Cocaine	0.3	0.2	0.0	0.4	0.5	0.3	1.0	1.0	0.7	0.6	1.5	1.4	1.6	0.7	2.5	0.7	0.7	0.4
Methamphetamines**	---	---	0.1	---	---	0.3	0.6	---	---	0.3	0.7	---	---	0.3	0.9	---	---	0.2
Stimulants**	0.1	0.2	0.1	0.4	0.8	0.5	N/C	0.7	2.1	1.6	N/C	1.6	1.9	1.4	N/C	0.7	1.3	0.9
Sedatives	1.6	1.3	1.0	3.0	3.1	2.1	N/C	5.3	5.4	3.7	N/C	7.9	5.1	3.8	N/C	4.4	3.8	2.7
Ecstasy	0.1	0.1	0.0	0.5	0.4	0.3	0.7	0.7	0.6	0.6	1.2	0.7	1.1	0.9	1.3	0.6	0.5	0.5
Prescription Narcot-	---	---	0.1	---	---	0.8	N/C	---	---	2.4	N/C	---	---	3.4	N/C	---	---	1.7
Heroin***	0.1	0.1	0.0	0.2	0.3	0.1	0.3	0.2	0.3	0.4	0.5	0.5	0.9	0.3	0.4	0.2	0.4	0.2
Steroids	---	---	0.2	---	---	0.3	0.5	---	---	0.5	0.6	---	---	0.4	1.1	---	---	0.4
Any Drug	5.4	5.6	3.4	9.5	9.8	7.0	N/C	12.4	13.3	11.3	N/C	15.8	14.0	12.3	N/C	10.8	10.8	8.5

* The symbol --- is used to indicate an area where the data is unavailable due to the question not being asked that year. N/C indicates where MTF data is not comparable to Utah PNA data.
 ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."
 *** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

Lifetime ATOD Use by Gender

Tables 18 and 19 on the following pages show the percentage of lifetime ATOD use for males and for females. Lifetime use is a measure of the experience that young people have had with the various substances. While being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. One area in which there was significantly different use rates was with smokeless tobacco use, in which males in all grades use much

more smokeless tobacco, over two times the rate of females. Further, females in the 8th, 10th, and 12th grades significantly higher lifetime use rates of sedatives.

In comparing the three years of results, total male lifetime use rates of alcohol, cigarettes, smokeless tobacco, marijuana, inhalants, and sedatives have been gradually decreasing since the 2003 survey. For female lifetime use, use rates have significantly decreased since the 2003 survey for cigarettes, inhalants, and sedatives.

Table 18

Percentage of Males by Grade Who Used ATODs During Their Lifetime															
Drug Used	6th Grade			8th Grade			10th Grade			12th Grade			Total		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Alcohol	15.0	13.4	12.6	23.5	23.3	22.7	34.5	35.1	33.9	47.2	40.2	38.4	30.0	28.0	26.9
Cigarettes	7.7	5.9	4.5	12.8	13.3	10.6	19.8	20.1	17.9	31.1	26.8	21.7	17.9	16.5	13.7
Smokeless Tobacco	3.3	1.9	1.2	5.5	4.5	4.0	9.2	8.4	8.4	17.6	13.2	12.1	8.9	7.0	6.5
Marijuana	1.7	1.5	1.2	8.5	8.2	6.7	18.2	17.9	15.7	33.0	24.9	21.1	15.3	13.1	11.1
Inhalants	10.0	11.8	6.4	10.6	13.5	9.5	13.8	12.1	9.4	14.7	10.6	10.2	12.2	12.0	8.9
Hallucinogens	0.7	0.7	0.4	0.8	1.4	0.9	3.2	4.2	3.8	6.5	6.2	5.3	2.8	3.2	2.6
Cocaine	0.4	0.5	0.3	0.9	1.2	0.7	3.2	2.7	2.1	5.8	5.0	3.8	2.6	2.4	1.7
Methamphetamines*	---	---	0.3	---	---	0.5	---	---	1.0	---	---	1.5	---	---	0.8
Stimulants*	0.5	0.7	0.6	1.1	1.4	1.0	2.6	4.5	2.8	5.5	5.9	5.2	2.4	3.2	2.4
Sedatives	3.9	3.3	3.1	6.0	5.5	4.5	9.6	9.5	7.4	16.6	13.2	10.0	9.0	8.0	6.2
Ecstasy	0.7	0.3	0.2	1.4	1.0	0.7	2.1	2.5	2.6	5.1	4.9	5.2	2.3	2.2	2.2
Prescription Narcotics**	---	---	0.6	---	---	1.5	---	---	6.2	---	---	10.4	---	---	4.7
Heroin**	0.1	0.2	0.3	0.9	0.7	0.4	1.9	1.9	1.3	4.5	3.3	2.0	1.8	1.5	1.0
Steroids	---	---	1.2	---	---	1.5	---	---	1.7	---	---	2.3	---	---	1.6
Any Drug	14.0	16.0	10.4	19.6	20.8	16.9	28.6	27.7	25.1	40.3	31.7	30.4	25.6	24.2	20.7

* The symbol --- is used to indicate when the data is not available due to the question not being asked in that year.
 ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."
 ** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

Table 19

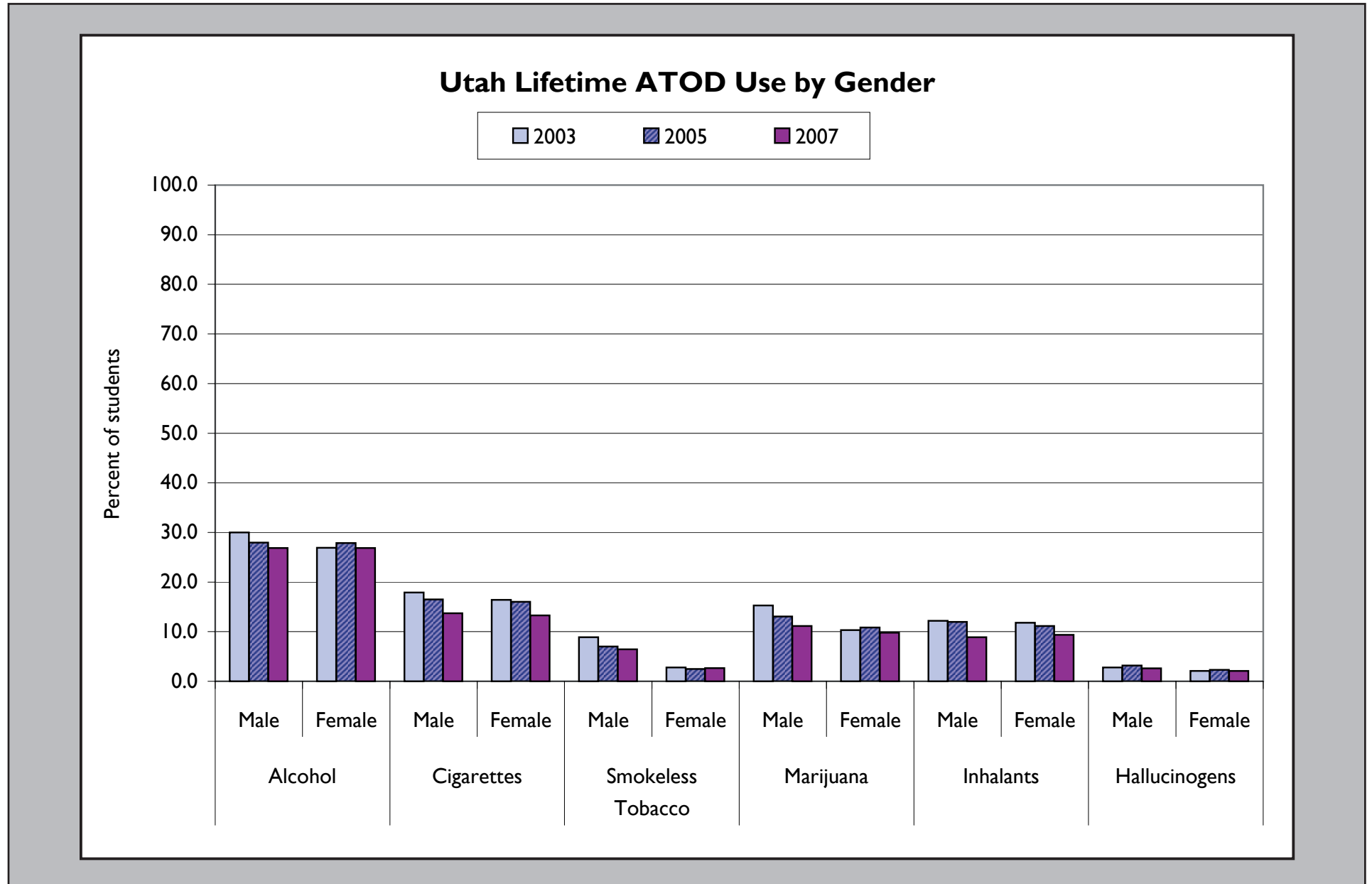
Percentage of Females by Grade Who Used ATODs During Their Lifetime															
Drug Used															
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Alcohol	11.4	11.3	10.1	20.5	25.4	23.6	35.1	35.6	35.6	40.3	39.6	38.2	26.9	27.9	26.9
Cigarettes	6.7	6.0	3.4	12.6	14.0	11.7	21.8	21.3	18.2	24.1	22.9	19.9	16.4	16.0	13.3
Smokeless Tobacco	1.2	1.1	0.9	3.0	2.6	2.2	2.6	3.3	3.8	4.6	2.9	3.6	2.8	2.5	2.6
Marijuana	1.3	1.0	0.8	6.5	6.2	5.3	14.6	15.8	14.7	18.9	21.0	18.5	10.3	10.8	9.8
Inhalants	9.8	8.0	6.2	15.4	14.2	12.0	12.8	13.5	10.4	9.0	8.5	8.9	11.8	11.2	9.4
Hallucinogens	0.1	0.3	0.2	1.2	1.5	1.2	3.1	3.0	3.0	3.8	4.5	3.9	2.1	2.3	2.1
Cocaine	0.3	0.2	0.2	1.2	1.9	1.4	2.9	2.7	2.5	4.8	3.9	3.5	2.3	2.2	1.9
Methamphetamines*	---	---	0.1	---	---	1.3	---	---	2.0	---	---	2.5	---	---	1.5
Stimulants*	0.4	0.6	0.5	1.2	2.4	1.8	3.0	4.9	5.6	4.6	5.3	5.3	2.3	3.3	3.3
Sedatives	4.1	3.7	3.4	8.5	8.4	8.0	15.5	14.2	12.4	16.3	14.3	12.2	11.2	10.2	9.0
Ecstasy	0.3	0.2	0.0	1.3	1.3	0.9	3.1	2.4	2.5	4.3	3.8	3.9	2.2	1.9	1.8
Prescription Narcotics**	---	---	0.3	---	---	2.8	---	---	7.0	---	---	8.7	---	---	4.7
Heroin**	0.4	0.1	0.1	0.3	0.9	0.6	1.6	1.5	1.1	2.0	2.4	1.1	1.1	1.2	0.7
Steroids	---	---	0.4	---	---	1.1	---	---	0.8	---	---	0.7	---	---	0.8
Any Drug	13.6	11.4	9.0	21.4	20.7	19.0	28.2	27.2	26.2	27.0	28.7	27.1	22.7	22.1	20.3

* The symbol --- is used to indicate when the data is not available due to the question not being asked in that year.

** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."

** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

Figure 23



30-Day ATOD Use by Gender

Tables 20 and 21 on the following pages show the percentage of 30-day ATOD use for males and for females. Again, while being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within zero to two percent of each other. Past month smokeless tobacco use rates are again three times higher from

males than females, and female 8th and 10th grade sedative use is also significantly higher than male sedative use in the same grades.

Since the 2003 survey, total male 30-day use rates for alcohol, marijuana, inhalants, and sedative use has significantly decreased. For female use, sedative use has significantly decreased since the 2003 survey.

Table 20

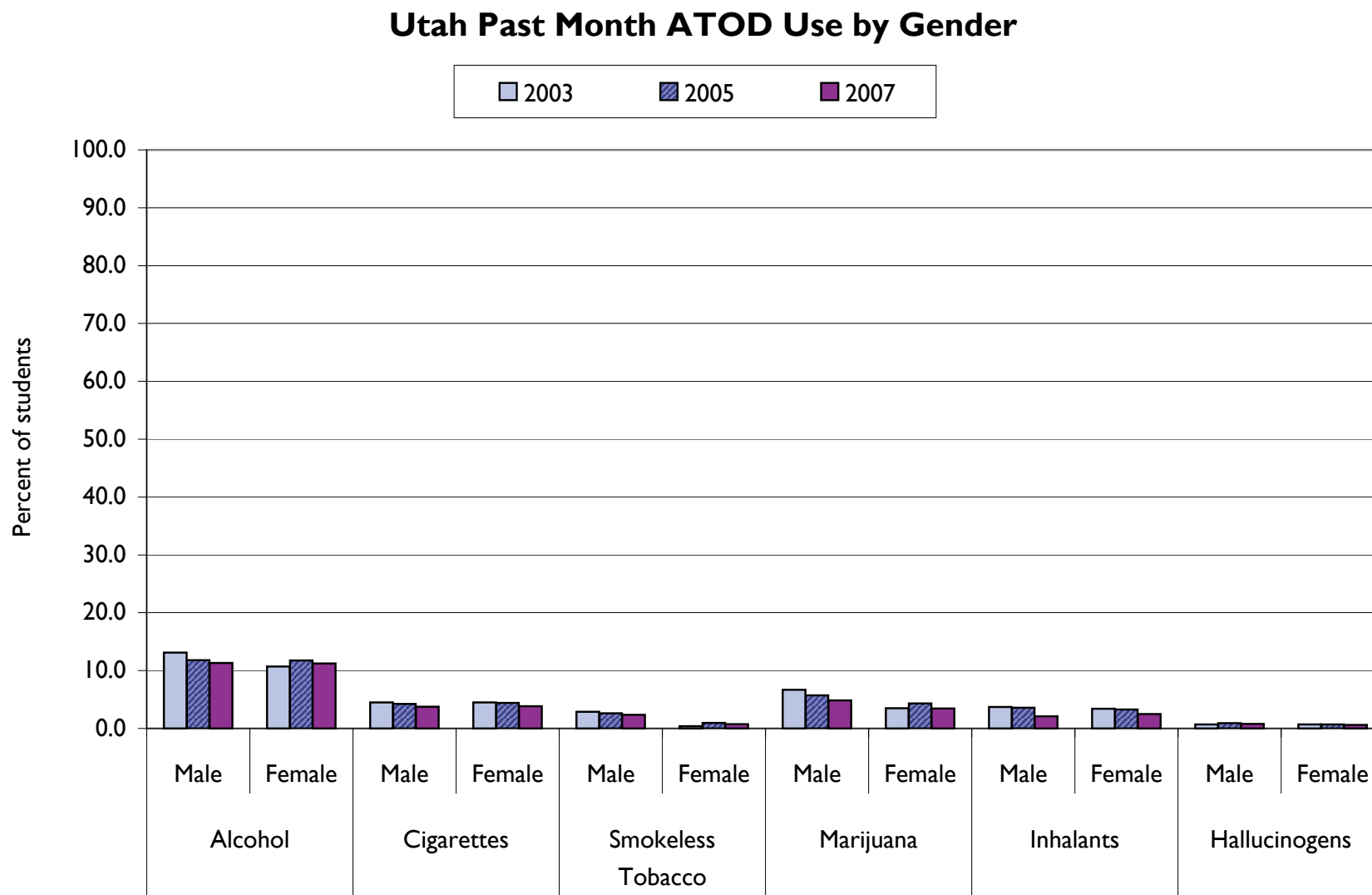
Percentage of Males by Grade Who Used ATODs During The Past 30 Days															
Drug Used	6th Grade			8th Grade			10th Grade			12th Grade			Total		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Alcohol	2.0	2.3	2.2	8.9	8.5	8.3	16.3	15.7	15.2	25.5	20.8	19.8	13.1	11.8	11.3
Cigarettes	1.0	0.8	0.5	2.7	2.6	2.4	4.7	5.6	4.9	9.6	8.0	7.2	4.5	4.2	3.8
Smokeless Tobacco	0.9	0.7	0.3	1.8	1.5	1.5	3.2	3.2	3.4	5.8	5.1	4.3	2.9	2.6	2.4
Marijuana	0.4	0.5	0.5	3.8	3.2	2.6	8.5	8.2	7.3	14.3	11.1	9.0	6.7	5.7	4.9
Inhalants	3.8	4.3	2.0	4.0	5.2	2.6	3.2	3.0	2.0	3.6	1.9	1.8	3.7	3.6	2.1
Hallucinogens	0.3	0.4	0.2	0.2	0.5	0.3	0.6	0.9	1.3	1.5	1.9	1.5	0.7	0.9	0.8
Cocaine	0.3	0.2	0.0	0.3	0.3	0.1	1.4	0.6	0.5	1.1	1.7	1.1	0.8	0.7	0.4
Methamphetamines*	---	---	0.1	---	---	0.2	---	---	0.2	---	---	0.4	---	---	0.2
Stimulants*	0.2	0.2	0.1	0.4	0.5	0.2	0.7	2.2	0.8	1.5	1.6	1.3	0.7	1.1	0.6
Sedatives	1.6	1.3	1.0	2.3	2.2	1.3	3.4	3.9	3.0	9.3	5.1	3.6	4.2	3.1	2.2
Ecstasy	0.1	0.1	0.0	0.5	0.4	0.3	0.8	0.6	0.5	1.2	1.3	1.1	0.7	0.6	0.5
Prescription Narcotics**	---	---	0.2	---	---	0.4	---	---	2.5	---	---	4.2	---	---	1.9
Heroin**	0.1	0.1	0.0	0.3	0.2	0.1	0.0	0.5	0.5	0.6	1.3	0.5	0.3	0.5	0.3
Steroids	---	---	0.3	---	---	0.3	---	---	0.7	---	---	0.7	---	---	0.5
Any Drug	6.0	6.5	3.5	9.0	9.5	6.2	12.6	13.4	11.2	20.4	15.6	14.2	12.0	11.4	8.8

* The symbol --- is used to indicate when the data is not available due to the question not being asked in that year.
 ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines."
 ** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."

Table 21

Percentage of Females by Grade Who Used ATODs During The Past 30 Days															
Drug Used	6th Grade			8th Grade			10th Grade			12th Grade			Total		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Alcohol	1.8	1.9	1.5	8.6	9.9	9.1	15.5	15.6	16.3	16.8	20.1	18.2	10.7	11.8	11.3
Cigarettes	0.6	0.8	0.5	2.4	3.0	2.2	5.7	6.3	5.7	6.8	7.6	6.9	4.5	4.4	3.8
Smokeless Tobacco	0.4	0.3	0.2	0.5	1.2	0.8	0.5	1.5	1.1	0.4	0.8	0.8	0.4	0.9	0.7
Marijuana	0.2	0.3	0.1	2.2	2.9	2.1	5.7	6.7	5.6	5.8	7.7	5.9	3.5	4.3	3.4
Inhalants	2.9	3.3	2.1	6.2	5.4	3.8	3.4	3.1	2.4	1.0	1.2	1.7	3.4	3.3	2.5
Hallucinogens	0.2	0.1	0.1	0.4	0.6	0.5	1.3	1.1	1.0	0.6	0.9	0.9	0.7	0.7	0.6
Cocaine	0.2	0.2	0.0	0.5	0.6	0.4	0.6	0.8	0.6	1.5	1.4	0.4	0.7	0.7	0.4
Methamphetamines*	---	---	0.1	---	---	0.4	---	---	0.3	---	---	0.2	---	---	0.3
Stimulants*	0.0	0.3	0.1	0.3	1.0	0.7	0.7	2.0	2.2	1.6	1.9	1.4	0.7	1.3	1.1
Sedatives	1.6	1.3	1.1	3.6	3.8	2.9	6.8	6.8	4.3	6.7	5.0	3.9	4.7	4.3	3.0
Ecstasy	0.1	0.1	0.0	0.3	0.3	0.2	0.6	0.6	0.6	0.2	0.7	0.8	0.3	0.4	0.4
Prescription Narcotics**	---	---	0.0	---	---	1.2	---	---	2.2	---	---	2.7	---	---	1.5
Heroin**	0.0	0.1	0.0	0.0	0.4	0.2	0.3	0.2	0.4	0.3	0.3	0.1	0.1	0.3	0.2
Steroids	---	---	0.1	---	---	0.3	---	---	0.2	---	---	0.2	---	---	0.2
Any Drug	4.9	4.8	3.3	9.9	10.0	7.8	12.3	13.2	11.3	11.3	12.2	10.5	9.6	10.2	8.2
* The symbol --- is used to indicate when the data is not available due to the question not being asked in that year. ** In 2003 and 2005, methamphetamines were included under stimulants. In 2007, the category was separated into "Methamphetamines" and "Stimulants other than methamphetamines." *** In 2003 and 2005, the only category for opiates was "Heroin and other opiates." In 2007, the category was separated into "Heroin and other opiates" and "Prescription narcotics."															

Figure 24



Intention to Use ATODs

Youth were asked whether they would use cigarettes, alcohol, or marijuana when they became an adult. The response categories were NO!, no, yes, and YES! The percentages of youth in each grade answering “YES” or “yes” to the questions are listed in Table 22.

As can be seen, a majority of the youth do not intend to use alcohol, cigarettes or marijuana. The intention to use all substances increases as youth get older. Intention to use cigarettes and alcohol in 2007 peaked in the 12th grade, with 27.4% of 12th graders indicating the intention to use alcohol, and 4.0% with the intention to smoke cigarettes. Intentions to smoke marijuana peaked in the 10th grade at 5.0% with the intention to smoke marijuana when they are adults.

Just as with substance use rates, youth’s intentions to use ATODs increase

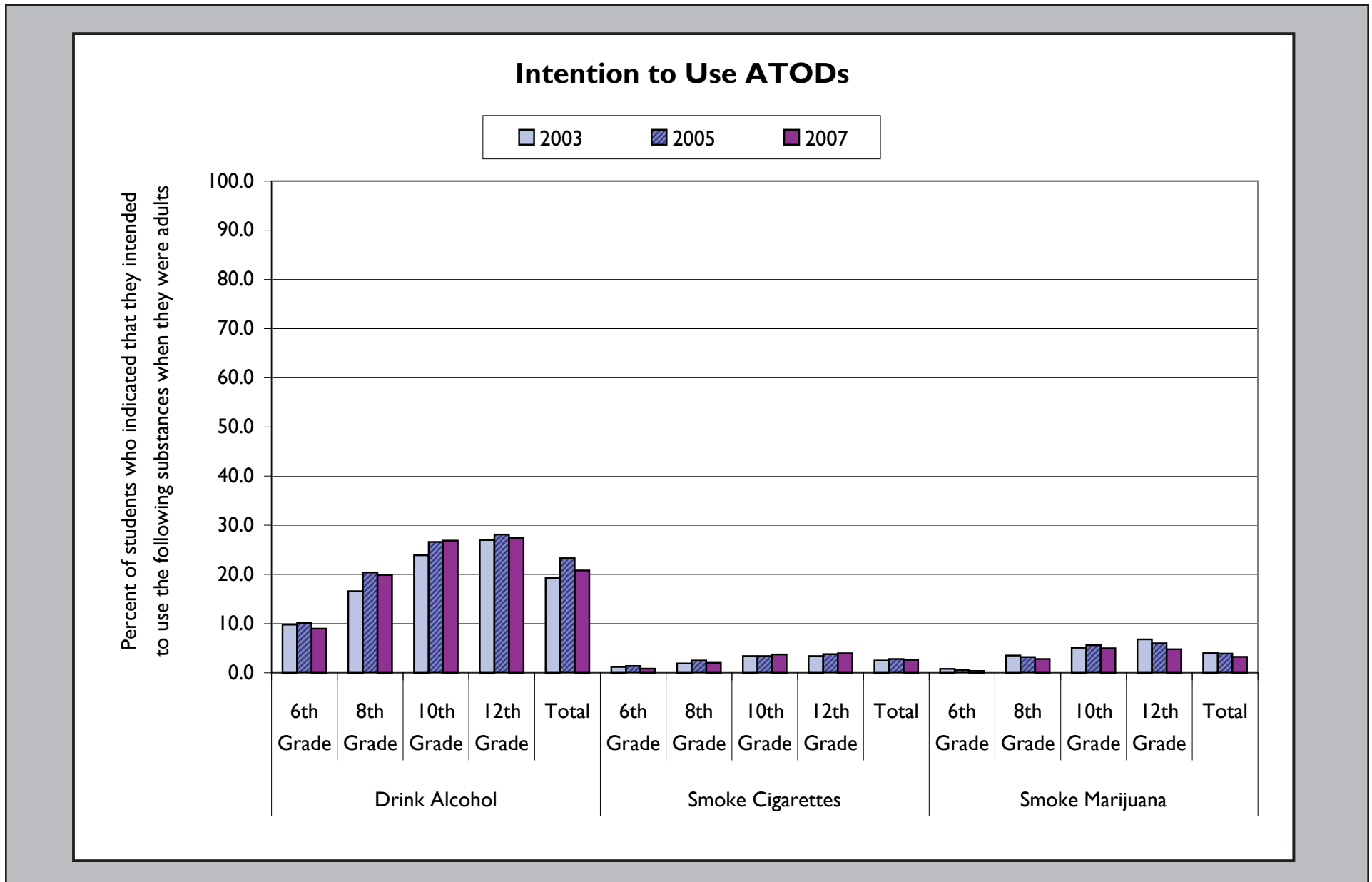
the most after the 6th grade. From the 6th grade to the 8th grade, intention to drink alcohol doubles (from 9.0% in the 6th grade to 19.9% in the 8th grade) and intention to smoke marijuana increases by seven times (from 0.4% for 6th graders to 2.8% for 8th graders). Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

In comparing the three years of survey data, most rates remained fairly stable for intention to smoke cigarettes. Since the 2005 survey, youth intentions to drink alcohol decreased 1.1% in the 6th grade and 2.5% for all grades combined. Despite these positive decreases, 8th grade intention to drink alcohol is up 3.3% since 2003, and 10th grade intention to drink alcohol is up 3.0% since 2005. Since the 2005 survey, 12th grade intention to smoke marijuana decreased 1.2%, and has decreased 2.0% since the 2003 survey.

Table 22

Percentage of Youth with Intention to Use ATODs															
	6th Grade			8th Grade			10th Grade			12th Grade			Total Sample		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Drink Alcohol	9.8	10.1	9.0	16.6	20.4	19.9	23.9	26.6	26.9	27.0	28.1	27.4	19.3	23.3	20.8
Smoke Cigarettes	1.2	1.4	0.8	1.9	2.5	2.0	3.4	3.4	3.7	3.4	3.8	4.0	2.5	2.8	2.6
Smoke Marijuana	0.8	0.6	0.4	3.5	3.2	2.8	5.1	5.6	5.0	6.8	6.0	4.8	4.0	3.9	3.2

Figure 25



Perceived Harmfulness of ATODs

When youth perceive that a substance is harmful, they are less likely to use it. The Utah PNA survey asked youth, “How much do you think people risk harming themselves (physically or in other ways) if they” smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, or drank alcohol regularly. Response categories were that the previously named substance categories placed them at “No Risk,” “Slight Risk,” “Moderate Risk,” or “Great Risk.”

Perceived harmfulness of smoking heavily increases as students get older; while the perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, and drinking five or more drinks one or two times per weekend decreases as students get older.

In all grades (8th, 10th, and 12th), a larger percentage of Utah survey participants than MTF survey participants perceived greater harmfulness

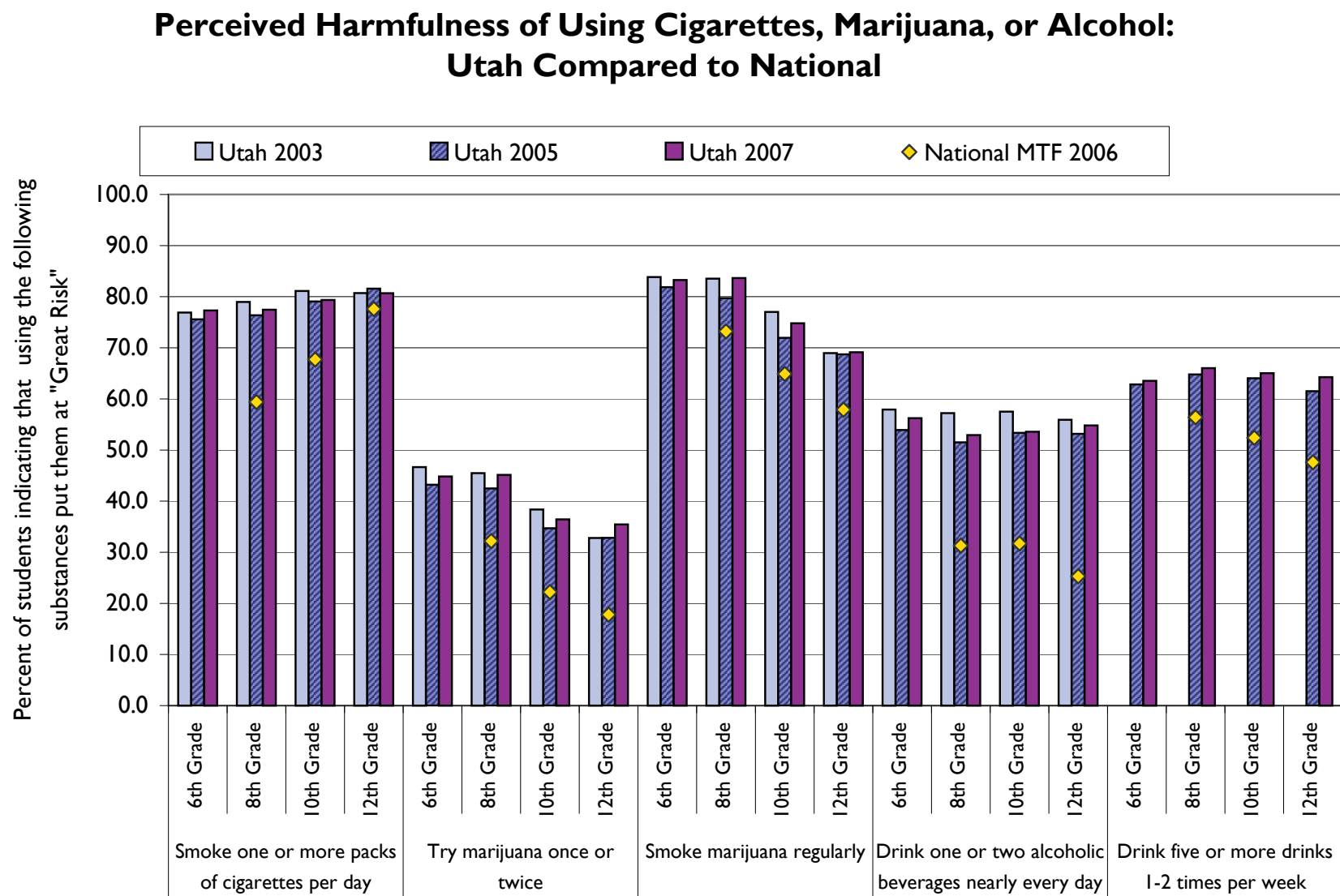
in using substances. Rates of perceived risk of heavy cigarette smoking, marijuana experimentation, regular marijuana use, drinking one or two drinks every day, and drinking five or more drinks one or two times per weekend were 2.3% to 28.7% higher for Utah 8th, 10th, and 12th graders than perceived risk for national MTF (2006) survey participants.

Since the 2005 survey, perceived harmfulness of heavy cigarette smoking increased 1.6% in the 6th grade and decreased 1.7% in the 12th grade; perceived harmfulness of smoking marijuana once or twice increased 1.8% in the 6th grade, 2.4% in the 8th grade, and 1.7% in the 12th grade; perceived harmfulness of smoking marijuana regularly increased 2.8% in the 8th grade, and 1.8% in the 10th grade; perceived harmfulness of drinking one or two alcoholic beverages nearly every day increased 1.6% in the 6th grade; and perceived harmfulness of drinking five or more drinks one or two times per weekend increased 2.1% in the 12th grade.

Table 23

Percentage of Utah and Monitoring the Future (2006) Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Smoke one or more packs of cigarettes per day	76.9	75.6	77.2	79.0	76.4	77.0	59.4	81.1	79.1	78.6	67.7	80.7	81.6	79.9	77.6	79.4	78.1	78.2
Try marijuana once or twice	46.7	43.2	45.0	45.5	42.5	44.9	32.2	38.4	34.7	35.5	22.2	32.8	32.8	34.5	17.8	40.8	38.4	40.0
Smoke marijuana regularly	83.8	81.9	82.7	83.5	79.7	82.5	73.2	77.0	72.0	73.8	64.9	69.0	68.7	68.9	57.9	78.4	75.6	77.0
Drink one or two alcoholic beverages nearly every day	57.9	53.9	55.6	57.2	51.5	52.3	31.3	57.5	53.4	52.7	31.7	55.9	53.2	54.0	25.3	57.1	53.0	53.6
Drink five or more drinks one or two times per weekend	---	62.8	63.2	---	64.8	65.1	56.4	---	64.1	64.2	52.4	---	61.5	63.6	47.6	---	63.3	64.0

Figure 26



Perceived Availability of ATODs

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get the substances listed in Table 24, “how easy would it be to get some.” The response choices were, “Very Hard,” “Sort of Hard,” “Sort of Easy,” and “Very Easy.” Table 24 contains the percentage of youth who reported that it was “Sort of Easy” or “Very Easy” to get the substances.

The substance that students perceive as most easy to get is alcohol, with 43.8% of all students in grades 6, 8, 10, and 12 perceived alcohol as being easy or very easy to get.

The results reveal that Utah survey participants do not perceive cigarettes, alcohol, and marijuana as being as easy to get as do the youth from the national sample (no national comparison is available for other illegal drugs or for 12th grade perceived availability of cigarettes). Rates of perceived availability of cigarettes, alcoholic beverages, and marijuana for Utah youth in grades 8,

10, and 12 were 22.6% to 31.5% lower than MTF (2006) youth in the same grades.

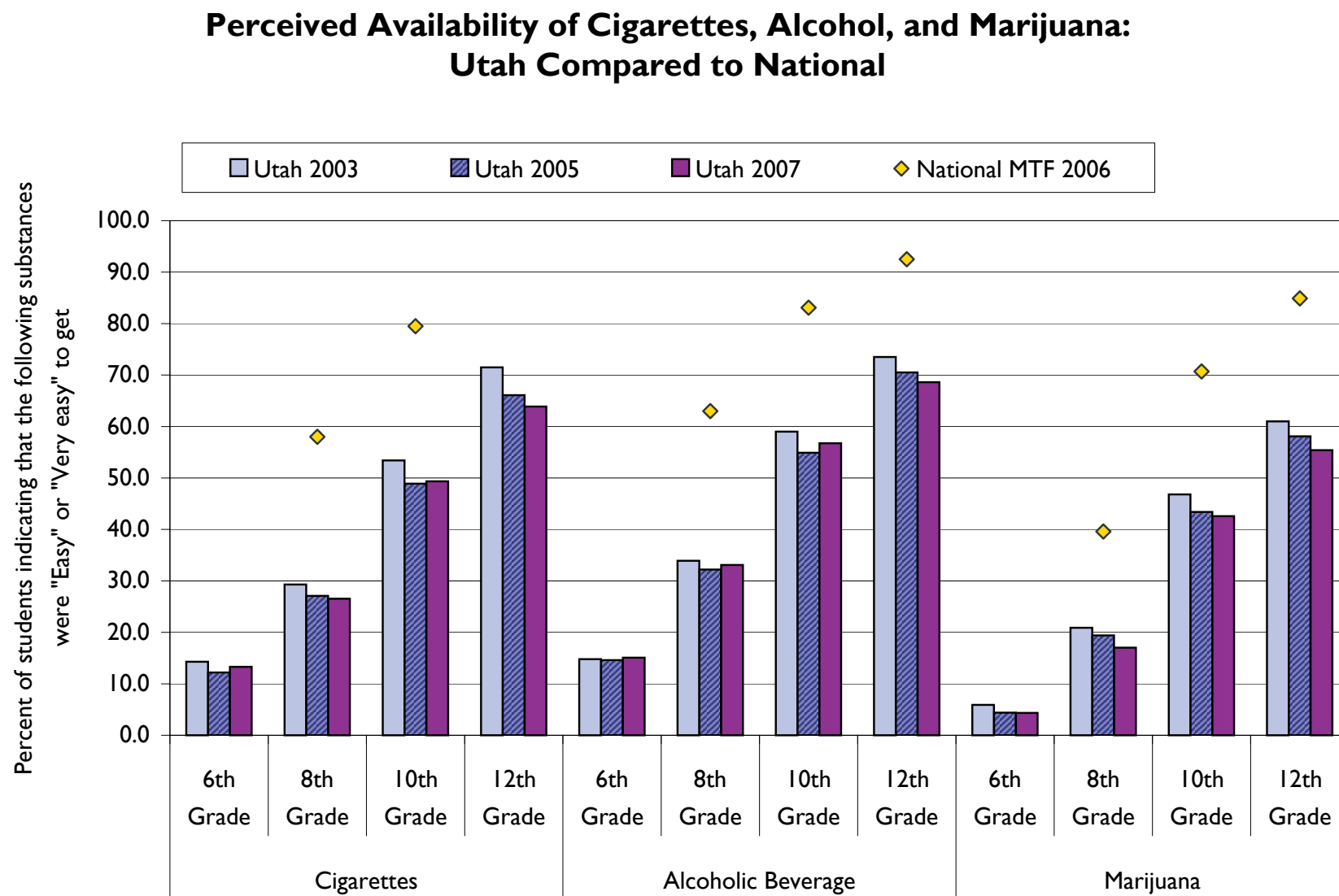
Since the 2005 survey, rates of perceived availability of cigarettes increased 1.1% for the 6th grade (from 12.2% in 2005 to 13.3% in 2007) and decreased 2.2% for the 12th grade (from 66.1% in 2005 to 63.9% in 2007); rates of perceived availability of alcohol increased 1.9% for the 10th grade (from 54.9% in 2005 to 56.8% in 2007) and decreased 1.9% for the 12th grade (from 70.5% in 2005 to 68.6% in 2007); and rates of perceived availability of marijuana decreased 2.4% in the 8th grade (from 19.4% in 2005 to 17.0% in 2007), 2.7% in the 10th grade (from 58.1% in 2005 to 55.4% in 2007), and 1.3% overall (from 31.5% in 2005 to 30.2% in 2007).

In comparing 2003 data to 2007 data, rates of perceived availability of cigarettes were 1.0% to 7.6% lower in each grade in 2007 than they were in 2003. Rates of perceived availability of marijuana were 1.5% to 5.6% lower in each grade in 2007 than they were in 2003.

Table 24

Percentage of Utah and Monitoring the Future (2006) Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get																		
Question	6th Grade			8th Grade				10th Grade				12th Grade				Total Sample		
	Utah 2003	Utah 2005	Utah 2007	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007	MTF 2006	Utah 2003	Utah 2005	Utah 2007
Cigarettes	14.3	12.2	13.3	29.3	27.1	26.5	58.0	53.4	48.9	49.3	79.5	71.5	66.1	63.9	N/A	42.2	38.8	38.6
Alcoholic beverage	14.8	14.6	15.1	33.9	32.2	33.1	63.0	59.0	54.9	56.8	83.1	73.5	70.5	68.6	92.5	45.5	43.3	43.8
Marijuana	5.9	4.4	4.4	20.9	19.4	17.0	39.6	46.8	43.4	42.6	70.7	61.0	58.1	55.4	84.9	33.9	31.5	30.2
Cocaine, LSD, or Amphetamines	3.7	3.3	3.5	10.7	9.9	9.0	N/A	23.6	22.2	22.0	N/A	31.8	31.2	30.9	N/A	17.6	17.1	16.5
* The symbol --- is used to indicate an area where MTF data is not available.																		

Figure 27



Section 4: Antisocial Behaviors and Additional Results

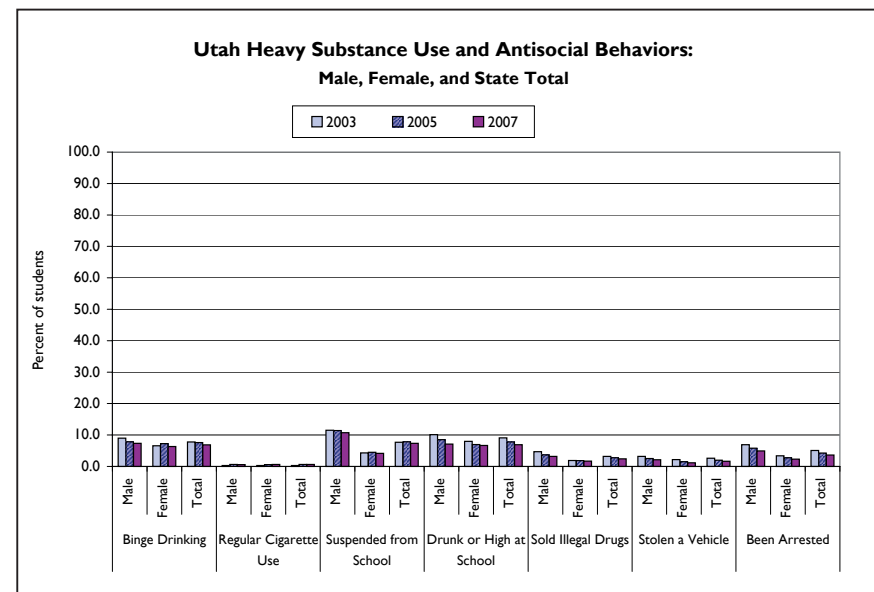
Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Male-female differences also extend to heavy use of alcohol, heavy use of tobacco, and antisocial behavior. Figure 28 and Table 25 show that males engage in all these behaviors more than females. Some of the largest differences were in being suspended from school (10.7% for males compared to 4.1% for females) and selling illegal drugs (3.2% for males compared to 1.7% for females). Male-female differences in heavy substance use and antisocial behavior tend to increase with increased grade level. For example, in the 6th grade, 0.7% more males than females reported binge drinking; in the 8th grade, 0.4% more females than males reported binge drinking; in the 10th grade, 0.5% more males than females reported binge drinking; and in the 12th grade, 4.3% more males than females reported binge drinking.

Table 25, which contains rates of heavy substance use and antisocial behavior, shows that unlike ATOD usage, antisocial behavior doesn't always increase by increased grade level. The reported rate of youth being suspended from school peaked in grade 8 (10.6%). The reported rate of stealing a vehicle (2.5%) and being arrested (5.4%) peaked in grade 10. Reported rates of binge drinking (11.7%), regular cigarette use (1.2%), being drunk or high at school (10.8%), and selling illegal drugs (4.3%) peaked in the 12th grade.

Overall, school suspension, binge drinking, and reportedly being drunk or high while at school were the highest frequency antisocial problems among Utah youth, with 7.3% reporting school suspension in the past year, 6.9% reporting being drunk or high at school at least once in the past year, and 6.9% reporting binge drinking in the past two weeks. The results indicate that for Utah 6th and 8th graders, the largest antisocial problem is being suspended from school (5.6% of 6th graders, 10.6% of 8th graders). The antisocial behaviors that 10th and 12th graders participated in the most were binge drinking (8.8% of 10th graders, 11.7% of 12th graders) and being drunk or high at school (10.5% of 10th graders, 10.8% of 12th graders).

Figure 28



For the entire survey population, antisocial behavior rates showed little to no change since the 2005 survey. Some examples of significant changes can be found in looking at rates of 12th grade reported rates of being drunk or high at school (rate decreased 1.6% since 2005), and the 12th grade rate of being drunk or high at school (rate decreased 2.0% since 2005). For the total survey population, there have been several significant decreases in the following antisocial behavior reports since the 2003 survey: being drunk or high at school (decrease of 2.2%), stealing a vehicle (decrease of 1.0%), and being arrested (decrease of 1.5%).

Table 25

Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year																		
Drug Used / Antisocial Behavior	6th Grade									8th Grade								
	Male			Female			State			Male			Female			State		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Binge Drinking	1.9	2.1	2.1	1.8	1.5	1.4	1.8	1.7	1.7	5.8	5.6	4.9	4.7	5.8	5.3	5.2	5.7	5.1
Regular Cigarette Use	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.5	0.0	0.3	0.3	0.2	0.3	0.4
Suspended from School	9.6	10.7	9.1	2.2	2.3	2.5	5.7	6.4	5.6	14.2	15.1	15.3	5.2	7.1	6.4	9.5	10.9	10.6
Drunk or High at School	2.8	2.1	1.9	2.5	1.3	1.2	2.7	1.7	1.5	6.1	5.1	4.3	7.0	5.9	5.6	6.6	5.5	5.0
Sold Illegal Drugs	0.4	0.2	0.3	0.2	0.2	0.0	0.3	0.2	0.1	2.1	2.2	1.3	1.1	1.0	1.0	1.6	1.6	1.2
Stolen a Vehicle	1.5	1.9	1.4	0.9	0.9	0.6	1.1	1.4	1.0	2.6	2.4	2.1	2.0	2.1	1.6	2.3	2.3	1.9
Been Arrested	2.6	2.6	1.7	1.1	0.9	0.5	1.8	1.7	1.1	6.9	5.3	5.0	2.6	2.8	2.4	4.7	3.9	3.7
Drug Used / Antisocial Behavior	10th Grade									12th Grade								
	Male			Female			State			Male			Female			State		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Binge Drinking	10.2	9.9	8.4	8.6	9.4	8.9	9.3	9.7	8.8	18.3	13.8	13.9	11.4	12.6	9.6	14.8	13.3	11.7
Regular Cigarette Use	0.2	0.7	0.7	0.2	0.9	1.0	0.2	0.8	0.8	0.5	1.4	1.1	1.0	1.2	1.3	0.8	1.3	1.2
Suspended from School	12.1	12.1	12.0	5.6	5.7	5.1	8.5	8.8	8.5	10.2	7.7	6.5	4.0	2.6	2.5	7.0	5.2	4.5
Drunk or High at School	12.2	11.7	10.3	10.6	11.0	10.5	11.4	11.4	10.5	19.7	15.3	12.1	12.1	9.7	9.4	15.8	12.8	10.8
Sold Illegal Drugs	6.1	5.1	5.7	2.9	3.2	2.7	4.3	4.2	4.1	10.3	7.1	5.6	3.7	2.8	3.1	6.9	5.0	4.3
Stolen a Vehicle	4.6	3.7	3.3	4.1	2.1	1.8	4.4	2.9	2.5	4.2	2.0	1.7	1.6	0.7	0.6	2.8	1.3	1.1
Been Arrested	7.5	8.1	6.7	5.4	4.2	4.1	6.5	6.1	5.4	10.5	7.3	6.5	4.4	3.0	2.4	7.4	5.2	4.3
Drug Used / Antisocial Behavior	Total State																	
	Male			Female			State			Male			Female			State		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Binge Drinking	9.0	7.9	7.4	6.6	7.3	6.3	7.8	7.6	6.9									
Regular Cigarette Use	0.3	0.6	0.6	0.3	0.6	0.6	0.3	0.6	0.6									
Suspended from School	11.5	11.4	10.7	4.3	4.5	4.1	7.7	7.8	7.3									
Drunk or High at School	10.1	8.5	7.1	8.0	6.9	6.7	9.1	7.8	6.9									
Sold Illegal Drugs	4.7	3.7	3.2	1.9	1.8	1.7	3.2	2.8	2.4									
Stolen a Vehicle	3.2	2.5	2.1	2.2	1.5	1.2	2.6	2.0	1.6									
Been Arrested	6.9	5.8	5.0	3.4	2.7	2.3	5.1	4.2	3.6									

Alcohol and Drug Treatment Needs

In order to estimate the need for substance abuse treatment, the following six questions that have shown a high correlation with the diagnosis of alcohol and drug dependence were included in the 2007 Utah PNA survey questionnaire: In the past 12 months, have you spent more time using alcohol or drugs than you intended? In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs? In the past 12 months, have you wanted to cut down on your alcohol or drug use? In the past 12 months, has anyone objected to your alcohol or drug use? In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs? In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom? Students could mark “Yes” or “No” in response to whether these items related to their drug use or their alcohol use.

The need for treatment is defined as students who have used alcohol or drugs on ten or more occasions in their lifetime and marked “Yes” to three or more of the previously named questions related to their past year drug or alcohol use. The questions used to assess treatment needs have also been used by the Arrestee Drug Abuse Monitoring Program (ADAM) to detect the need for substance abuse treatment. According to the Methodology Guide for ADAM published in May 2001, if a person answers “yes” to 3 or more of the questions, it indicates a level of dependence of the substance that should be addressed with treatment. Table 26 provides alcohol treatment need, drug

treatment need, and total substance treatment (alcohol or drug treatment) need data gathered from the application of the treatment needs criteria.

In Utah, treatment needs for alcohol is higher than the treatment needs for drugs. Of all Utah students in grades 6, 8, 10, and 12, 3.7% are in need of alcohol treatment, 2.8% are in need of drug treatment, and 5.1% are in need of some form of treatment, whether it be for alcohol or drugs.

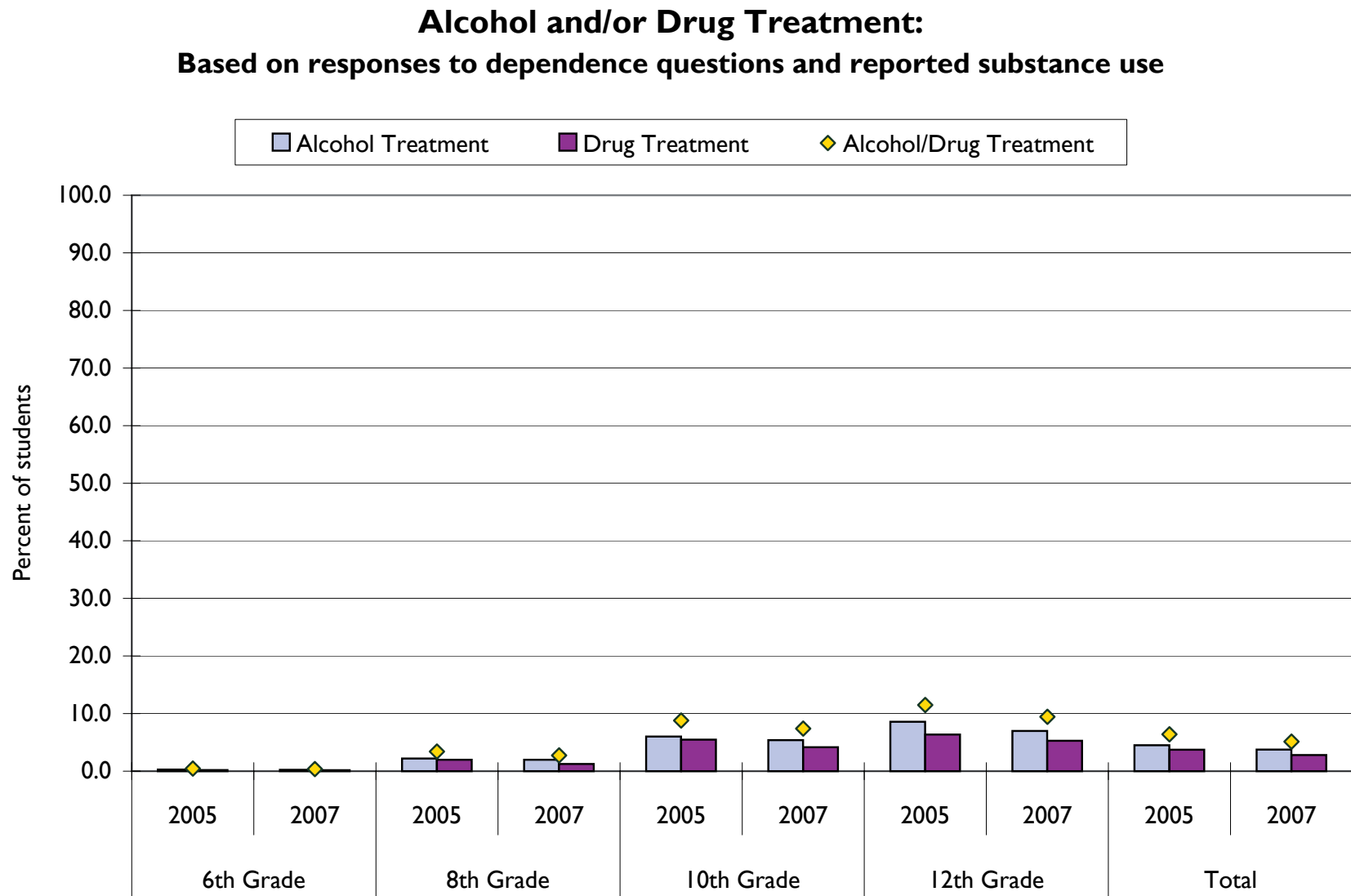
As we would expect, the need for alcohol, drug, and alcohol or drug treatment increases with increased grade level. For example, while a very small percentage (0.2%) of 6th grade students are in need of alcohol treatment, the percentage of students in need alcohol treatment increases to 2.0% for 8th graders, 5.4% for 10th graders, and 7.0% for 12th graders.

Since the 2005 survey, the need for alcohol treatment decreased 1.6% in the 12th grade (from 8.6% in 2005 to 7.0% in 2007). For drug treatment needs, the 10th grade showed a decrease of 1.3% (from 5.5% in 2005 to 4.2% in 2007) and the 12th grade showed a decrease of 1.1% (from 6.4% in 2005 to 5.3% in 2007). Since the 2005 survey, the need for alcohol/treatment decreased 1.4% in the 10th grade (from 8.8% in 2005 to 7.4% in 2007), 2.1% in the 12th grade (from 11.5% in 2005 to 9.4% in 2007), and 1.3% for all grades combined (from 6.4% in 2005 to 5.1% in 2007).

Table 26

Percent of Students Who Indicated a Need for Alcohol, Drug, or Alcohol or Drug Treatment, Based on Responses to Dependence Questions and Reported Substance Use										
	6th Grade		8th Grade		10th Grade		12th Grade		Total	
	2005	2007	2005	2007	2005	2007	2005	2007	2005	2007
Alcohol Treatment	0.3	0.2	2.2	2.0	6.0	5.4	8.6	7.0	4.5	3.8
Drug Treatment	0.2	0.2	2.0	1.3	5.5	4.2	6.4	5.3	3.7	2.8
Alcohol/Drug Treatment	0.5	0.4	3.4	2.7	8.8	7.4	11.5	9.4	6.4	5.1

Figure 29



Handguns

The issue of youth carrying handguns is becoming a serious concern of communities, schools, and families. The Utah PNA survey has several questions about handguns. Table 27 lists the questions concerning possession of handguns by grade. It is clear that responses to most of the questions show a very low percentage of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.4% of the students surveyed reported having taken a handgun to school in the past 12 months. In regard to carrying a handgun in general, 4.3% of students surveyed reported having carried a handgun in the past 12 months, and 5.1% of students surveyed reported having carried a handgun in their lifetime. Further, a higher percentage of students believe that they wouldn't be caught by their parents (15.0%) or by the police (33.2%) if they carried a handgun. On a more positive note, however, only 3.0% of students think that they would be seen as cool if they carried a handgun. Most students (76.9%) also perceived that it would be difficult to get a handgun if they wanted one.

When looking at the results by grade, 10th and 12th graders reported the highest rate of taking a handgun to school in the past year (0.6%). Twelfth graders reported the highest rate of carrying a handgun in their lifetime (5.7%), the highest rate of carrying a handgun in the past 12 months (4.6%), the highest rate of perceiving that a handgun would be easy to get (33.2%), the highest rate of believing their parents wouldn't catch them if they carried a handgun (25.8%), and the highest rate of believing the police wouldn't catch them if they carried a handgun (46.8%). Tenth graders indicated the highest rate of believing it was not at all wrong to take a handgun to school (0.6%), and 8th and 10th graders indicated the highest rate of believing there was a very good or pretty good chance they would be seen as cool if they carried a handgun (3.5%).

Since the 2005 survey, the percent of 12th grade students indicating that they had carried a handgun in their lifetime increased 1.2% (from 4.5% in 2005 to 5.7% in 2007), and the percent of students believing that they would be

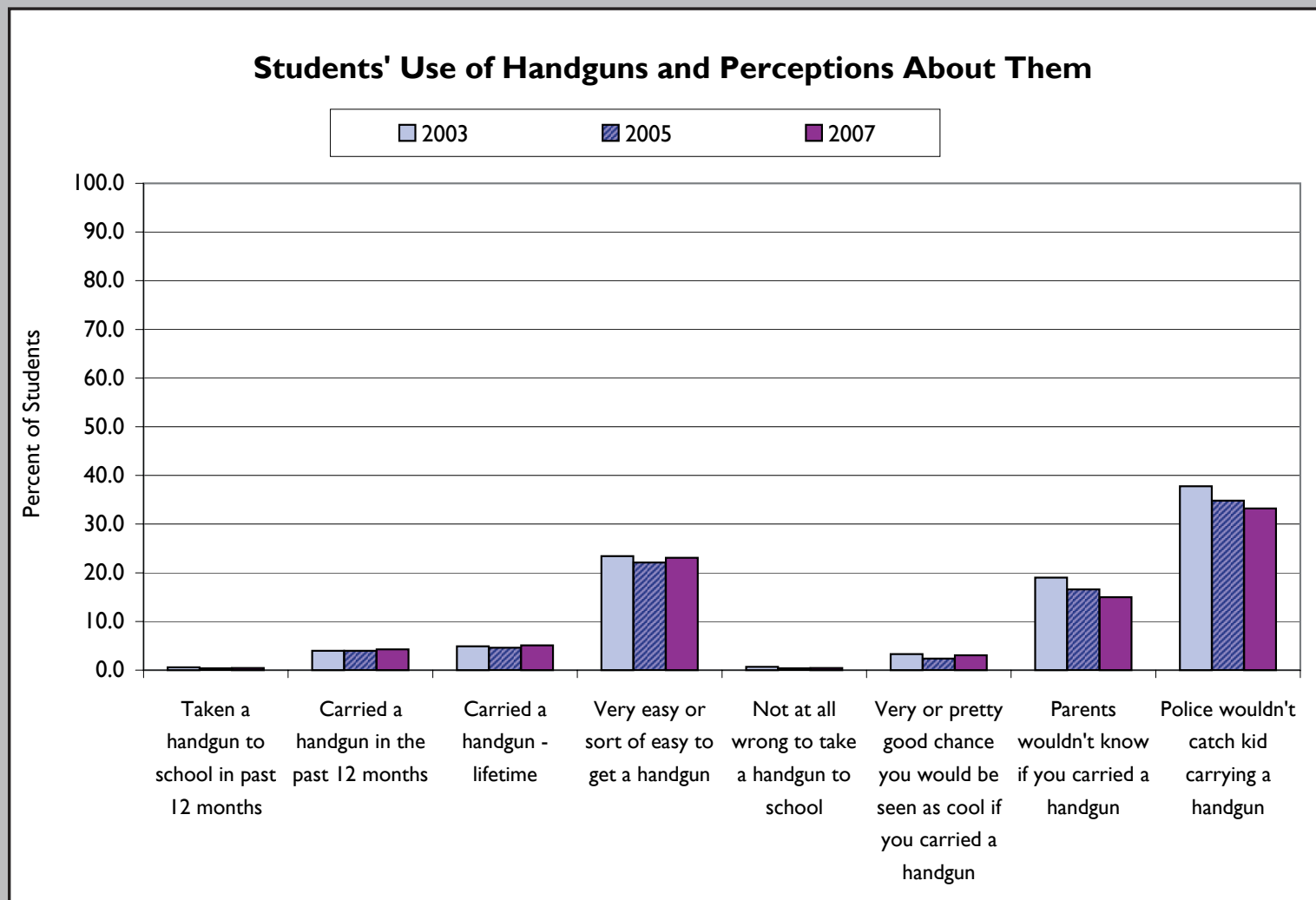
Table 27

Percentage of Youth Who Responded to Questions About Handguns															
	6th Grade			8th Grade			10th Grade			12th Grade			Total Sample		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Taken a handgun to school in past 12 months	0.3	0.3	0.2	0.3	0.4	0.3	0.7	0.5	0.6	1.0	0.6	0.6	0.6	0.4	0.4
Carried a handgun in the past 12 months	4.3	4.0	3.9	3.7	4.3	4.3	4.0	3.8	4.5	4.2	3.8	4.6	4.0	4.0	4.3
Carried a handgun - lifetime	5.0	4.3	4.4	4.9	5.0	4.5	5.1	4.7	5.6	4.5	4.5	5.7	4.9	4.6	5.1
Very easy or sort of easy to get a handgun	11.8	10.8	12.3	20.5	18.6	18.4	26.5	25.8	27.9	34.8	32.0	33.2	23.4	22.1	23.1
Not at all wrong to take a handgun to school	0.3	0.3	0.1	0.6	0.4	0.4	0.6	0.5	0.6	1.2	0.5	0.5	0.7	0.4	0.4
Very or pretty good chance you would be seen as cool if you carried a handgun	3.0	2.4	2.6	4.6	3.3	3.5	2.8	2.4	3.5	2.9	1.8	2.6	3.3	2.4	3.0
Parents wouldn't know if you carried a handgun	6.3	5.6	4.9	11.4	12.1	10.6	23.1	20.2	18.1	33.6	28.4	25.8	19.0	16.6	15.0
Police wouldn't catch kid carrying a handgun	18.5	17.3	16.4	30.6	30.8	28.9	47.1	42.3	40.2	54.5	48.6	46.8	37.8	34.8	33.2

seen as cool if they carried a handgun increased 1.1% (from 2.4% in 2005 to 3.5% in 2007). Perceived availability of handguns increased significantly in the 6th, 10th, and 12th grades (increase of 1.5% in the 6th grade, 2.1% in the 10th grade, and 1.2% in the 12th grade).

Positive decreases of 1.5% to 2.6% in the percent of students believing that they wouldn't be caught by their parents or the police for carrying a handgun are found for the 8th, 10th, and 12th grades. Since the 2003 survey, the rates in these two categories have decreased by 0.8% to 7.8% in each grade.

Figure 30



Violence

The Utah PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 28 and Figure 31 show the questions that relate to violence. A review of the responses reveals that 11.9% of the youth in Utah have attacked someone with the idea of seriously hurting them at some time in their life, and 8.8% have attacked someone in the past 12 months. However, only a small percentage (1.5%) believe that it isn't at all wrong to attack someone to seriously hurt them. Though these results show that violent students are the minority, there's no denying that there are many youth in Utah who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

When looking at the results by grade, it appears that 8th and 10th graders have the most problems with violent behavior and attitudes. Tenth graders reported the highest rates of attacking someone in their lifetime (14.9%), believing it was not wrong at all to attack someone (1.9%), believing it was not at all wrong to pick a fight (5.2%), and believing it was alright to beat someone up if they started the fight (40.3%). Eighth graders had the highest rates of attacking someone in the past year (10.5%) and of belonging to a gang in their lifetime (5.9%). With these high rates of violence in the 8th and 10th grades, it is no wonder that Utah 8th graders also showed the highest rates of not feeling safe at school (16.5%) and of reporting that they did not go to school at least one day in the past month because they felt unsafe

Table 28

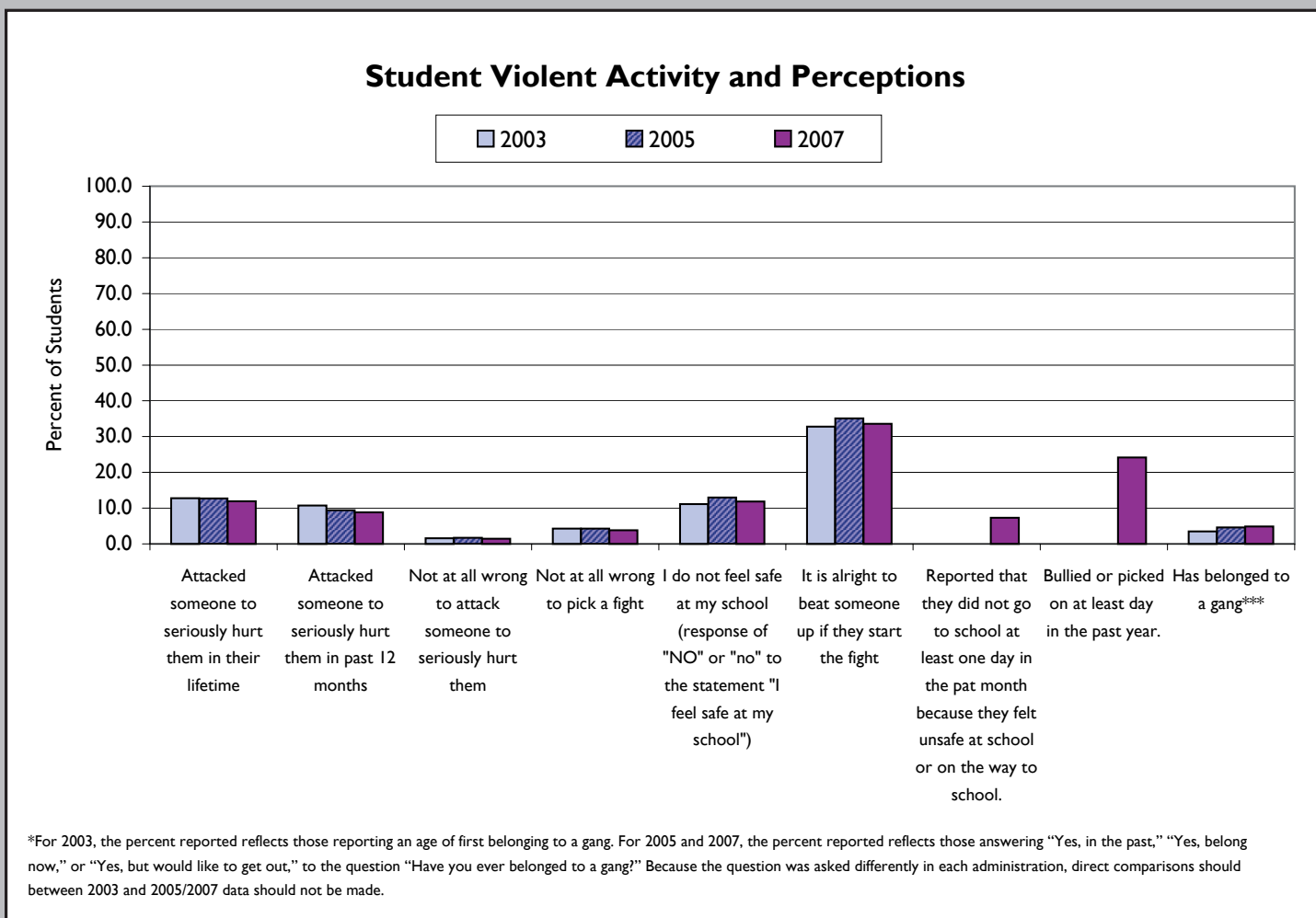
Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs															
	6th Grade			8th Grade			10th Grade			12th Grade			Total Sample		
	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007	2003	2005	2007
Attacked someone to seriously hurt them in their lifetime	9.5	10.1	8.2	12.3	12.6	12.2	14.4	15.3	14.9	15.0	12.6	12.4	12.8	12.7	11.9
Attacked someone to seriously hurt them in past 12 months	9.0	8.7	7.6	10.7	10.5	10.5	12.0	10.6	9.7	11.2	7.9	7.5	10.7	9.4	8.8
Not at all wrong to attack someone to seriously hurt them	1.2	1.0	0.7	1.5	1.9	1.8	1.9	2.4	1.9	2.0	1.4	1.5	1.6	1.7	1.5
Not at all wrong to pick a fight	2.1	2.3	1.8	4.7	5.6	4.8	6.0	5.5	5.2	4.6	3.6	3.5	4.3	4.3	3.8
I do not feel safe at my school (response of "NO" or "no" to the statement "I feel safe at my school")	8.4	10.0	9.4	15.7	18.4	16.5	12.2	13.6	11.9	8.4	9.4	9.8	11.1	13.0	11.9
It is alright to beat someone up if they start the fight	17.5	21.4	20.4	33.6	37.0	34.2	39.5	42.6	40.3	40.8	39.2	39.5	32.8	35.1	33.6
Reported that they did not go to school at least one day in the past month because they felt unsafe at school or on the way to school.	N/A	N/A	7.5	N/A	N/A	9.2	N/A	N/A	6.7	N/A	N/A	6.0	N/A	N/A	7.3
Bullied or picked on at least day in the past year.	N/A	N/A	32.6	N/A	N/A	29.9	N/A	N/A	21.1	N/A	N/A	14.7	N/A	N/A	24.2
Has belonged to a gang*	3.1	4.8	4.3	4.7	5.5	5.9	4.1	4.4	5.3	2.2	3.7	3.8	3.5	4.6	4.9
* For 2003, the percent reported reflects those reporting an age of first belonging to a gang. For 2005 and 2007, the percent reported reflects those answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question "Have you ever belonged to a gang?" Because the question was asked differently in each administration, direct comparisons should be made between 2003 and 2005/2007 data should not be made.															

at school or on their way to school (9.2%). Sixth graders reported the highest rate of being bullied or picked on at least one day in the past year (32.6%).

Since the 2005 survey, the following three violence question rates significantly decreased in the 6th grade: lifetime rate of attack to harm (decrease of 1.9%), and past year rate of attack to harm (decrease of

1.1%). Also since the 2005 survey, rates of not feeling safe at school decreased significantly in the 8th grade (decrease of 1.9%), 10th grade (decrease of 1.7%), and overall (decrease of 1.1%). Significant decreases since the 2005 survey in the percent of students who felt that it was alright to beat someone up if they started the fight were found in the 6th grade (decrease of 1.0%), 10th grade (decrease of 2.3%), and overall (decrease of 1.5%).

Figure 31



Academic Performance and Substance Use

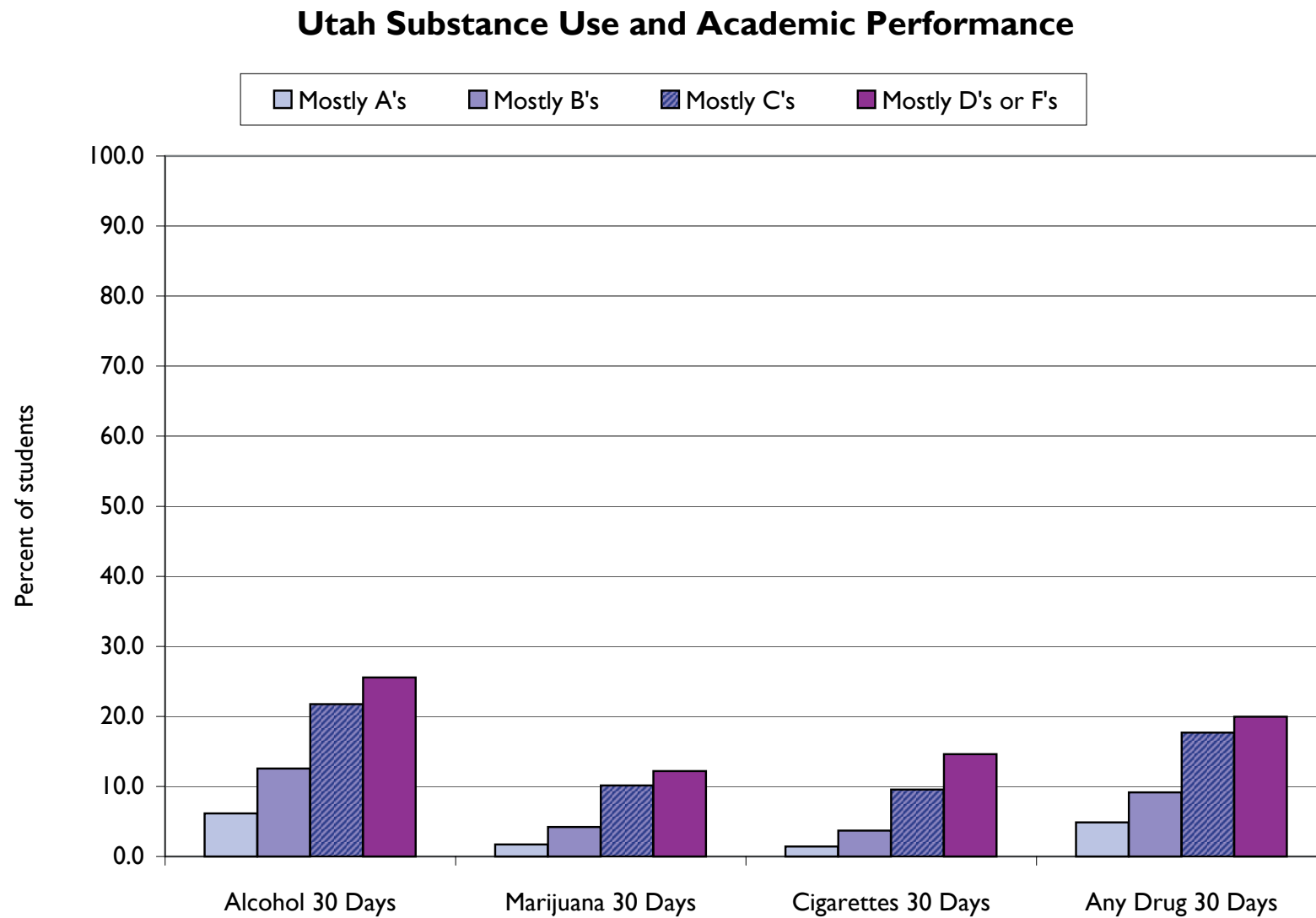
Table 29 and Figure 32 show a clear relationship between substance use and academic performance. Of the youth who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Failing (D or F) youth are approximately four times more likely to have used alcohol in the past 30 days, ten times more likely to have used cigarettes in the past 30 days, seven times more likely to have indicated use of marijuana in the past 30 days, and four times more likely to have used any drug in the past 30 days than “A” youth. Similar and more dramatic differences can be seen for individual drugs.

Obviously, the youth getting A’s are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all youth interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 29

Percentage Using ATODs by Academic Performance				
Drugs Used	Academic Grades			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's
Alcohol Lifetime	15.4	30.8	44.8	54.3
Alcohol 30 Days	6.1	12.6	21.8	25.6
Marijuana Lifetime	4.7	11.7	22.3	29.2
Marijuana 30 Days	1.7	4.2	10.1	12.2
Cigarettes Lifetime	5.9	15.5	28.1	40.7
Cigarettes 30 Days	1.4	3.7	9.6	14.6
Any Drug Lifetime	12.9	23.5	35.7	42.2
Any Drug 30 Days	4.9	9.1	17.7	20.0

Figure 32



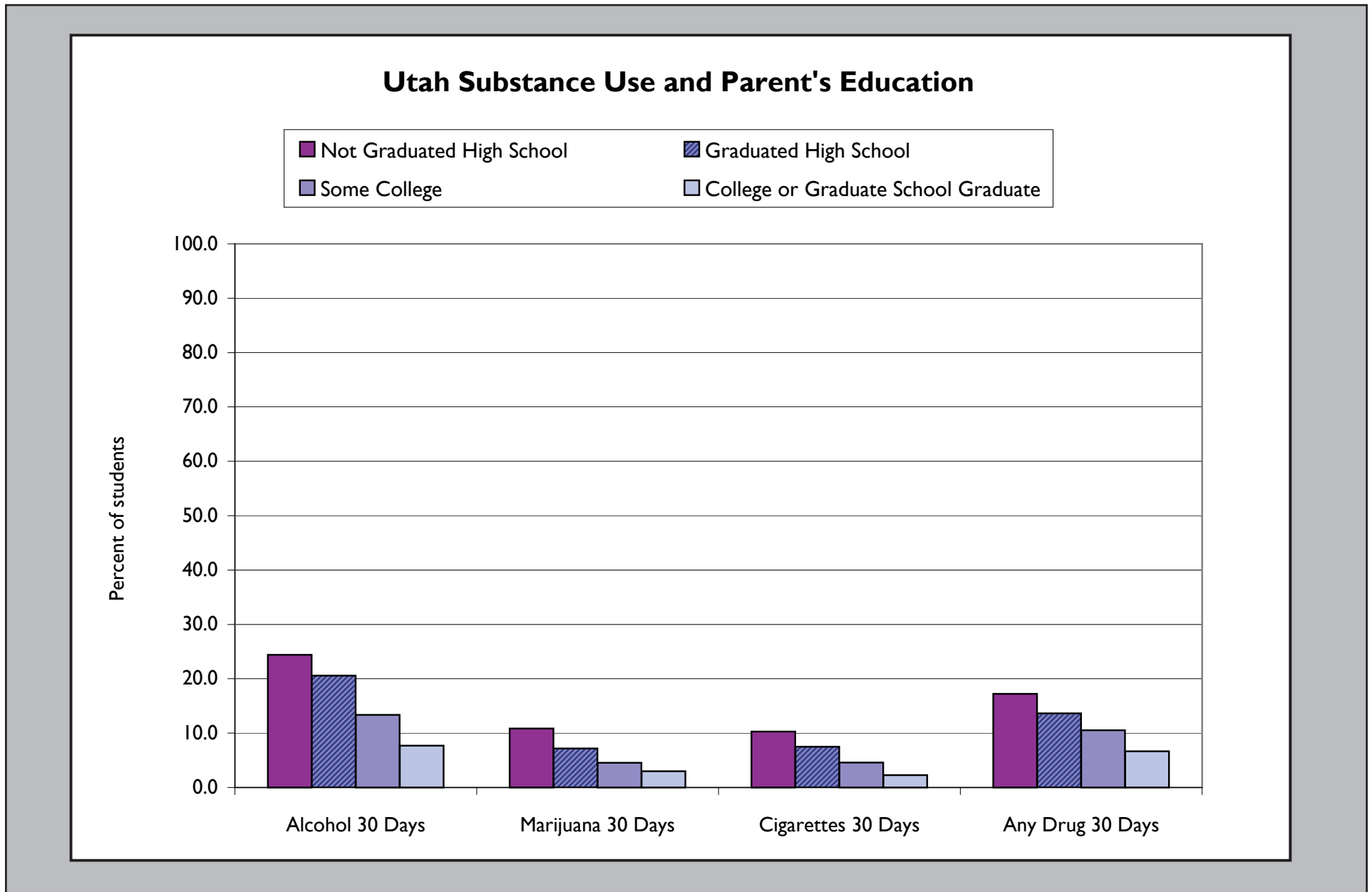
Parents' Education and Youth Substance Use

Research has shown that one of the best indicators of socioeconomic level is the parents' education. Like academic grades, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Utah, youth whose parents did not graduate from high school are approximately three times more likely to have used alcohol in the past 30 days, four times more likely to have used cigarettes in the past 30 days, three times more likely to have indicated use of marijuana in the past 30 days, and two times more likely to have used any drug in the past 30 days than youth whose parents were college or graduate school graduates. Trends for all education levels can be seen on the following page in Figure 33. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 30

Percentage Using ATODs by Parent's Education				
Drugs Used	Parent's Education			
	Not Graduated High School	Graduated High School	Some College	College or Graduate School Graduate
Alcohol Lifetime	54.1	42.0	30.3	18.6
Alcohol 30 Days	24.4	20.6	13.3	7.7
Marijuana Lifetime	27.8	18.6	12.7	7.1
Marijuana 30 Days	10.9	7.2	4.5	3.0
Cigarettes Lifetime	34.8	23.9	16.2	8.5
Cigarettes 30 Days	10.3	7.5	4.6	2.3
Any Drug Lifetime	39.0	30.4	25.2	16.3
Any Drug 30 Days	17.2	13.6	10.5	6.7

Figure 33



Marijuana and Alcohol Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drugs, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Table 31 and 32 and Figure 34 and 35 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Utah PNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The tables to the right display the percentage of students who have used marijuana or alcohol in their lifetime and in the past 30 days in relation to their responses about their parents' acceptance of marijuana or alcohol use.

As can be seen in Table 31, relatively few students (6.7% lifetime, 2.4% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong," not "Very Wrong"), use increases to 25.5% for lifetime use and 10.3% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases, with the use rates peaking with student perception that their parents feel it is "a little bit wrong" to use marijuana. Similar findings can be viewed in Table 32 in relation to alcohol use and perceived parental acceptability of alcohol use.

These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 31

Use in Relation to Perceived Parental Acceptability of Marijuana Use		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	6.7	2.4
Wrong	25.5	10.3
A Little Bit Wrong	39.8	17.4
Not Wrong At All	37.8	21.7

Table 32

Use in Relation to Perceived Parental Acceptability of Alcohol Use		
How wrong do your parents feel it would be for you to drink beer, wine, or hard liquor regularly?	Has Used Alcohol At Least Once in Lifetime	Has Used Alcohol At Least Once in Past 30 Days
Very Wrong	18.0	5.9
Wrong	69.0	32.3
A Little Bit Wrong	85.4	53.0
Not Wrong At All	77.4	54.5

Figure 34

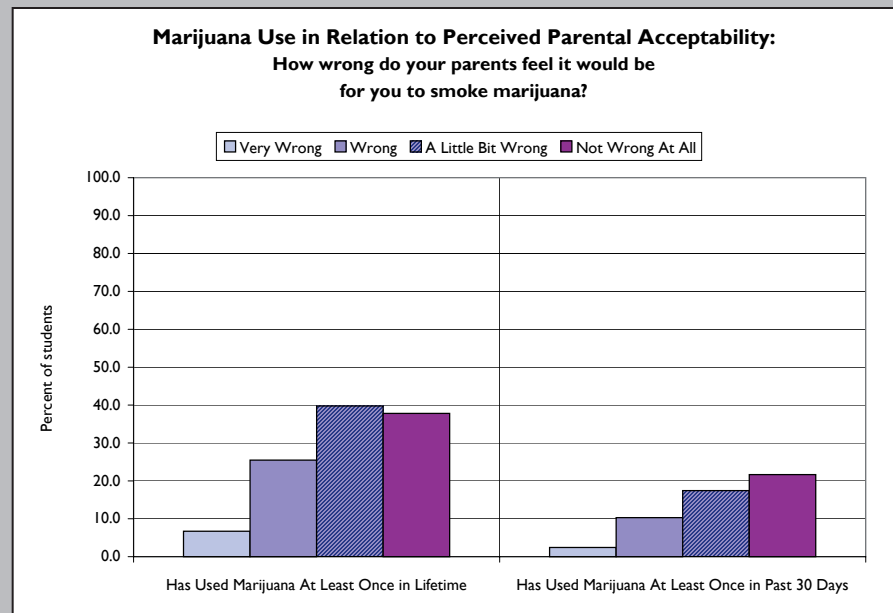
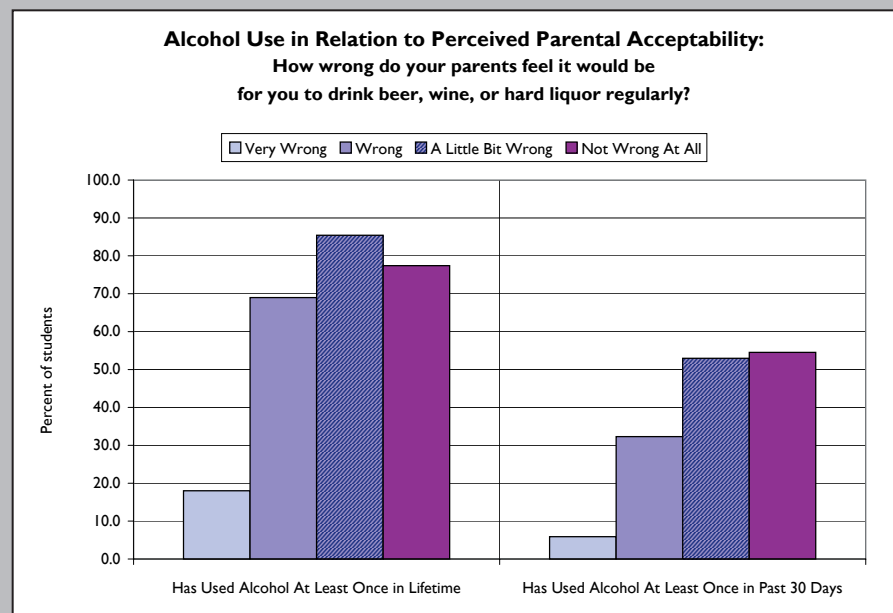


Figure 35



Marijuana and Alcohol Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, and pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places youth at higher risk. The results provided in the following table and figure illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana and alcohol use results are looked at in relation to what youth thought were their chances of being seen as cool if they used marijuana or alcohol.

For example, when youth thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 3.6% had tried marijuana in their lifetime and only 1.1% had used it in the last month. However, when youth thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over five times higher for lifetime use (19.6%) and nearly seven times higher for past-month use (7.5%). Youth who thought that there was a “Very good chance” they would be seen as cool were over eleven times more likely to use marijuana in their lifetime than youth who perceive that marijuana use was not cool. Further the youth who thought there was a “Very good chance” they would be seen as cool were over 17 times more likely to use marijuana in the past month than youth who perceive that marijuana use was not cool.

These results better illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get youth to decrease acceptability of drugs.

Table 33

Use in Relation to Perceived Peer Acceptability of Marijuana Use		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	3.6	1.1
Little chance	19.6	7.5
Some chance	27.6	11.9
Pretty good chance	34.3	15.2
Very good chance	41.5	18.9

Table 34

Use in Relation to Perceived Peer Acceptability of Alcohol Use		
What are your chances you would be seen as cool if you began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Has Used Alcohol At Least Once in Lifetime	Has Used Alcohol At Least Once in Past 30 Days
No or very little chance	14.1	3.3
Little chance	48.4	20.8
Some chance	57.9	31.7
Pretty good chance	66.5	40.3
Very good chance	72.0	47.7

Figure 36

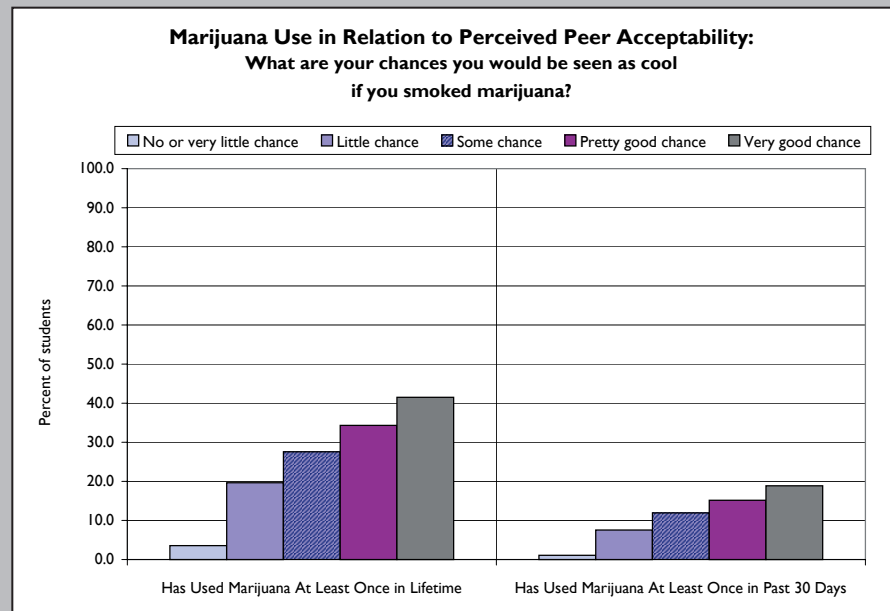
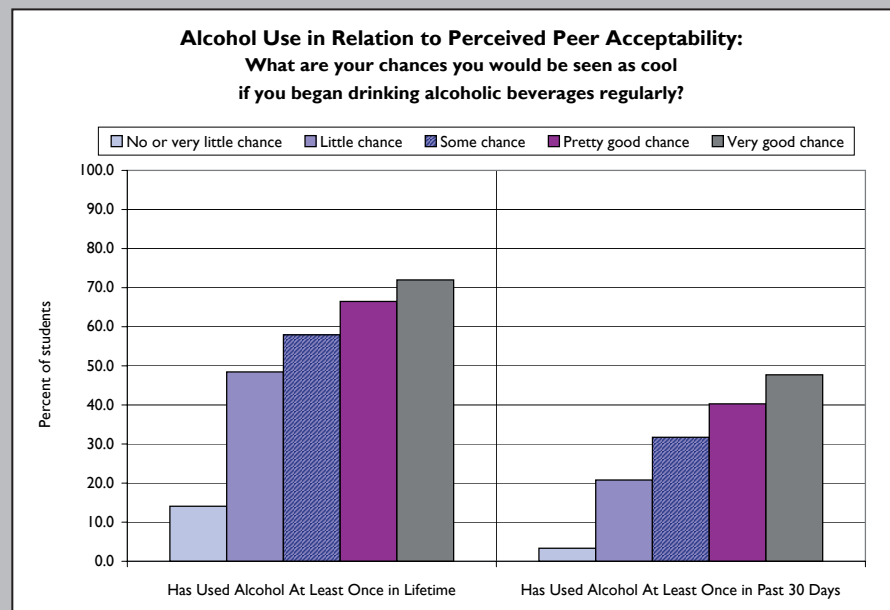


Figure 37



Social Norming and Student Perceptions of Peer Substance Use

Social norming is a prevention strategy used to address substance use in elementary, secondary, and collegiate populations. The social norming theory maintains that individuals make choices based upon their perception of what their peers are doing. When youth overestimate the substance use and other harmful behaviors practiced by their peers, believing that "everyone is doing it," they are more likely to engage in these behaviors themselves.

When the theory of social norming is put into practice in a community, youth are informed of the actual behaviors of their peers, which is typically much more moderate than is originally perceived. Studies have shown that risky behaviors in youth can be reduced when social norming is used. Utah PNA Survey data is obviously a valuable tool in helping communities and schools to develop social norming campaigns. The survey results not only provide data on actual substance use, but also provide data on individual's perceived use by peers.

In order to determine student perception of substance use, students were asked to indicate what percentage of students they believed use each substance regularly. Students were asked, "How many (what percentage) of the students in your grade at school would you say regularly: smoke cigarettes, drink alcohol, smoke marijuana, use an illegal drug (not including marijuana)?" Responses were "None (0%)," "Few (1-10%)," "Some (11-

30%)," "Half or less (31-50%)," "Half or more (51-70%)," "Most (71-90%)," and "Almost All (91-100%)." Responses provided in Table 35 below are an average percentage of perceived use indicated by students in each grade and for all grades combined.

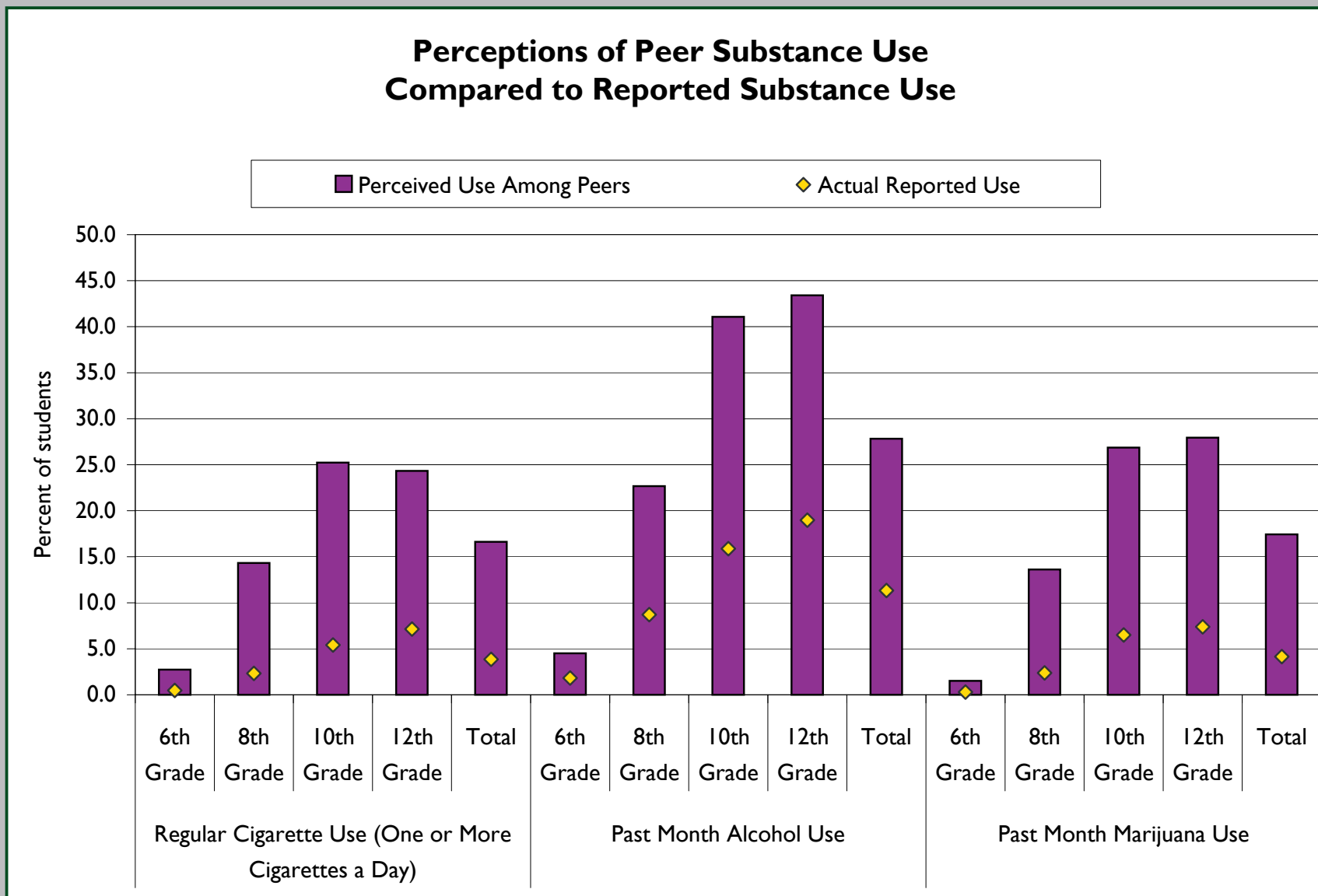
Table 35 and Figure 38 below illustrate how students' perceptions of use are far higher than actual reported use rates. Students in the State of Utah perceive that 16.6% of students in grades 6, 8, 10, and 12 are using cigarettes (compared to 3.9% indicating past month cigarette use), that 27.8% of students have used alcohol in the past month (compared to 11.3% indicating past month alcohol use), and that 17.4% of students have used marijuana in the past month (compared to 4.1% indicating past month marijuana use).

While perceptions of alcohol use are approximately two times higher than actual use for each grade and for all grades combined, the disparity between perceptions of use and actual use are larger for cigarette and marijuana use. For example, the perception of cigarette use by 10th graders is seven times higher than actual 10th grade use rates, for 12th graders the perception of cigarette use is four times higher than actual 12th grade cigarette use rates. The perception of past month marijuana use is nearly six times higher for 8th graders than actual use, four times higher than actual use for 10th graders, and nearly three times higher than actual use by 12th graders.

Table 35 **Student Perception of Substance Use Among Students In Their Grade Level**

	6th Grade	8th Grade	10th Grade	12th Grade	Total
Percent of peers that students perceive are using cigarettes regularly (one or more cigarettes a day)	2.7	14.3	25.2	24.3	16.6
Actual 30-Day Cigarette Use	0.5	2.3	5.4	7.1	3.9
Percent of peers that students perceive are using alcohol (drank alcohol sometime in the past month)	4.5	22.7	41.1	43.4	27.8
Actual 30-Day Alcohol Use	1.8	8.7	15.9	19.0	11.3
Percent of peers that students perceive are using marijuana (used marijuana sometime in the past month)	1.5	13.6	26.9	27.9	17.4
Actual 30-Day Marijuana Use	0.3	2.4	6.5	7.4	4.1

Figure 38



Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than the use rate of those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. The Utah survey results show that there were 1,443 youth in the depressed group, 33,387 in the middle group, and 10,177 in the not depressed group. The results of the substance use among the three groups is shown in Table 36.

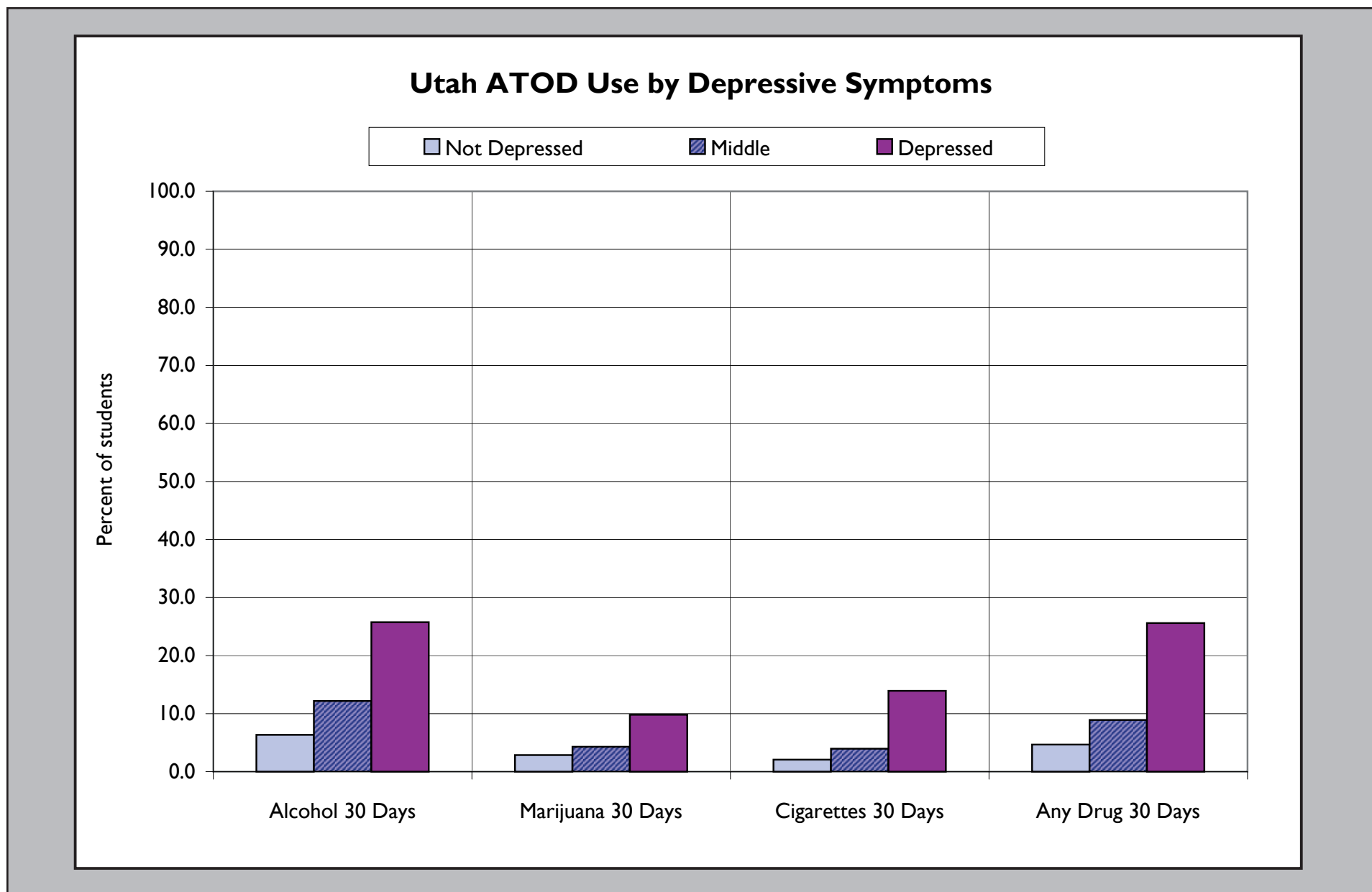
The results in Table 36 and Figure 39 show a strong link between youth who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth are four times as likely to use alcohol in the 30 days prior to the survey, six times as likely to use cigarettes in the 30 days prior to the survey, three times as likely to use marijuana in the past 30 days, and five times as likely to have used any drug in the past 30 days.

Table 36

Percentage Using ATODs and Level of Depressive Symptoms			
	Not Depressed	Middle	Depressed
Number of Youth	10,177	33,387	1,443
Alcohol Lifetime	15.6	29.0	55.2
Alcohol 30 Days	6.4	12.2	25.8
Marijuana Lifetime	6.7	11.1	24.6
Marijuana 30 Days	2.9	4.3	9.8
Cigarettes Lifetime	7.1	14.4	38.2
Cigarettes 30 Days	2.1	3.9	13.9
Any Drug Lifetime	11.1	22.1	49.6
Any Drug 30 Days	4.7	8.9	25.6

The ATOD use rates of the middle depressive symptoms group, that was comprised of most youth, were closer to the rates of the non-depressed group than they were to the depressed. For the substances, the lifetime usage rates for this group were anywhere from 4.4% to 13.4% higher than that of the non-depressed rates, and past month use rates for this group were anywhere from 1.4% to 5.8% higher than the non-depressed rates. Thus, individuals with a positive outlook on life (even with some depressive symptoms) tend to use fewer substances than peers with a high level of depressive symptoms.

Figure 39



Driving After Drinking

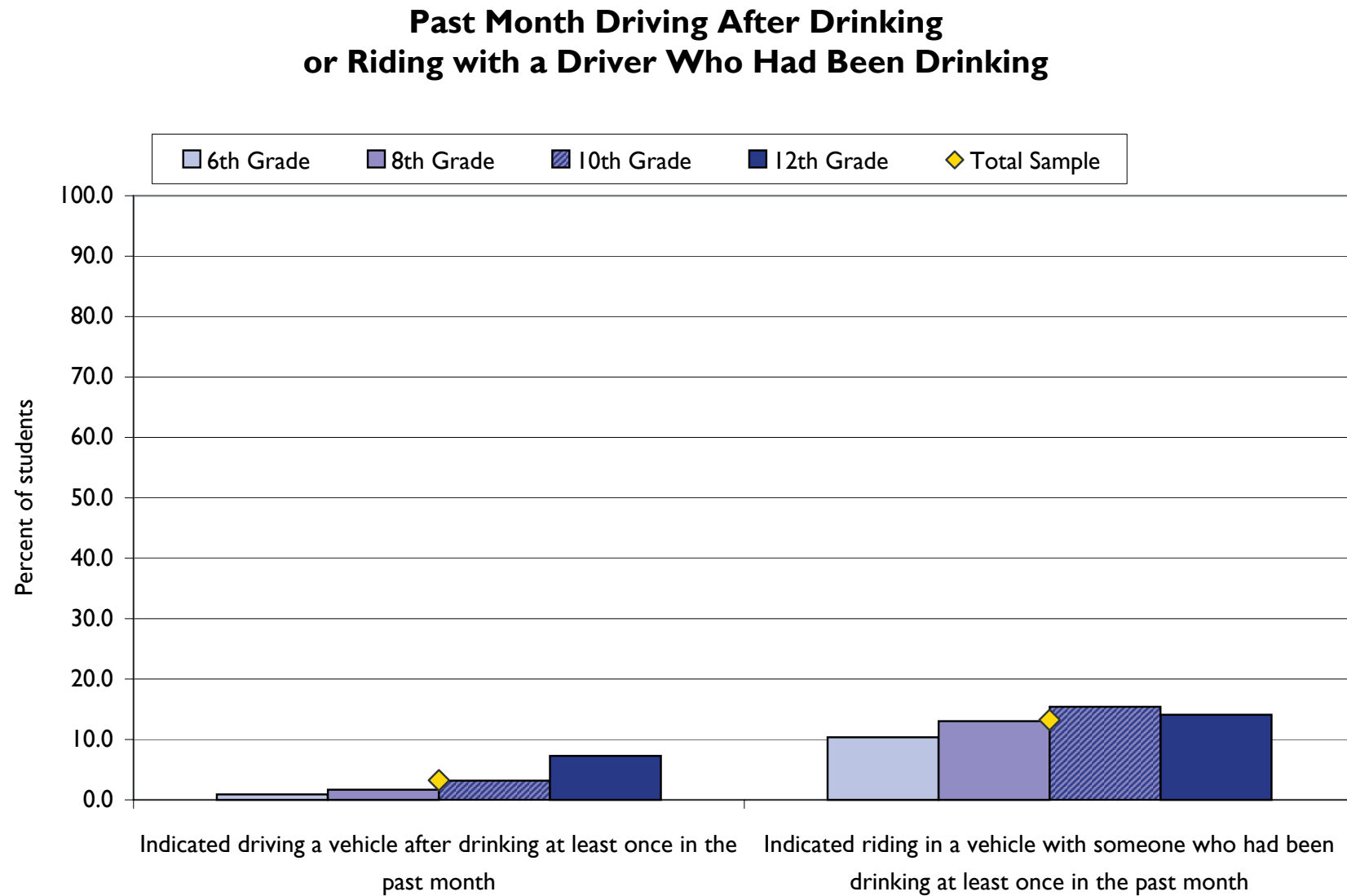
In the 2007 Utah Prevention Needs Assessment Survey, questions were added asking students to report the number of times a week they either drove a vehicle after drinking or rode with someone who had been drinking. The questions were worded as follows: “During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?” and “During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?” Response options were “0 times,” “1 time,” “2 or 3 times,” “4 or 5 times,” and “6 or more times.”

The Utah PNA found that a minority of youth in the State have driven a vehicle after drinking (3.2%) or rode with a driver who had been drinking (13.2%) (see Table 37). Of those students who indicated that they had driven after drinking or ridden with a driver who had been drinking, most indicate that they did so 1 time in the past month (1.8% driving after drinking one time in the past month, 7.0% riding with a driver who had a drink one time in the past month).

Table 37

Driving After Drinking and Riding with a Driver Who Had Been Drinking					
	6th Grade	8th Grade	10th Grade	12th Grade	Total Sample
During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?					
0 times	99.1	98.3	96.8	92.7	96.8
1 time	0.5	0.9	1.8	4.0	1.8
2 or 3 times	0.2	0.4	0.8	2.4	1.0
4 or 5 times	0.0	0.2	0.3	0.5	0.2
6 or more times	0.2	0.2	0.3	0.4	0.3
During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?					
0 times	89.6	87.0	84.6	85.9	86.8
1 time	5.9	6.8	7.9	7.5	7.0
2 or 3 times	2.5	3.7	5.2	4.6	4.0
4 or 5 times	0.6	1.2	1.3	1.0	1.0
6 or more times	1.4	1.4	1.1	0.9	1.2

Figure 40



Gambling

In 2007, questions related to gambling for money or possessions were added to the PNA Survey. Percentages in this section reflect the students who reported having participated in any gambling activity or individual gambling activities at least once in the past year.

As can be seen in Table 38 and Figure 41, 46.2% of students in grades 6, 8, 10, and 12 reported participation in some form of gambling at least once in the past year. Past year participation in any gambling activity peaked in the 10th grade (51.7% in the past year).

The individual activities most often participated in during the past year were betting on cards (18.7%), playing bingo for money or prizes (23.3%), betting on games of skill (17.9%), and betting money on sports (22.7%). The gambling activities with the least participation were betting on video poker (3.1%) and betting on horses (2.6%).

In looking at gambling results by grade, we can see that most rates peak in the 8th and 10th grades. Gambling activities that peaked in the 8th grade were as follows: gambling in a casino (9.7%), playing the lottery (10.0%), betting on horses (3.0%), playing bingo for money or prizes (28.0%), and betting on video poker (3.7%). Gambling activities that peaked in the 10th grade were betting on sports (26.5%), betting on cards (23.8%), gambling on the internet (4.8%), betting on dice (6.0%), and betting on games of skill (22.5%).

Further, Figure 42 illustrates the relationship between a risky behavior such as gambling and lifetime, 30-day, and heavy substance use. Figure 42 displays 10th grade substance use by the three following gambling frequency categories:

1) “Non-gamblers” are those who indicated that they never gambled. There were 16,595 youth (38% of the survey population) in this category.

2) “Infrequent gamblers” were those responding that they have gambled but not in the past year or that they gambled a few times in the past year. There were 20,549 youth (47% of survey population) in this category.

3) “Frequent gamblers” are those who responded that they had gambled once or twice a month in the past year, once or twice a week, or almost every day. There were 6,562 youth (15% of survey population) in this category.

As can be seen in Figure 42, 10th grade substance use increases with increased gambling frequency, with use significantly increasing from the non-gambler to the infrequent gambler, and from the infrequent gambler to the frequent gambler categories. For example, for lifetime alcohol use, 18.6% of 10th grade non-gamblers indicated they had tried alcohol in their lifetime, whereas 35.9% of infrequent gamblers indicated lifetime use, and 54.7% of frequent gamblers indicated lifetime use. Likewise for 30-day 10th grade alcohol use, 7.7% of 10th grade non-gamblers indicated past month alcohol use, 15.7% of infrequent gamblers indicated past month alcohol use, and 30.1% of frequent gamblers indicated past month use. Other grades show similar findings.

These findings indicate that though Utah is a state in which gambling is illegal, youth are still finding ways to engage in this risky behavior in which they gamble for money or possessions. Gambling prevention efforts should be focused on younger youth and parental education could be increased regarding the negative effects that risk-taking behaviors and activities such as gambling can have on youth. Further, these findings suggest that students who indicate that they engage in gambling behaviors for money or possessions are also more likely to engage in other risky behaviors such as using substances.

Table 38

Gambling Reports in the Past Year					
	6th Grade	8th Grade	10th Grade	12th Grade	Total Sample
Any Gambling in the Past Year	37.3	49.9	51.7	45.9	46.2
Gambled at a Casino	6.5	9.7	9.1	8.4	8.4
Played the Lottery	6.9	10.0	9.4	8.6	8.7
Bet on Sports	15.7	25.3	26.5	23.3	22.7
Bet on Cards	10.1	19.0	23.8	21.8	18.7
Bet on Horses	2.4	3.0	2.6	2.5	2.6
Bingo for money	24.0	28.0	23.3	17.4	23.3
Gambled on the Internet	3.0	4.2	4.8	3.6	3.9
Bet on dice	3.0	5.0	6.0	5.1	4.8
Bet on games of skill	10.8	17.4	22.5	20.8	17.9
Bet on video poker	3.1	3.7	3.2	2.5	3.1

Figure 41

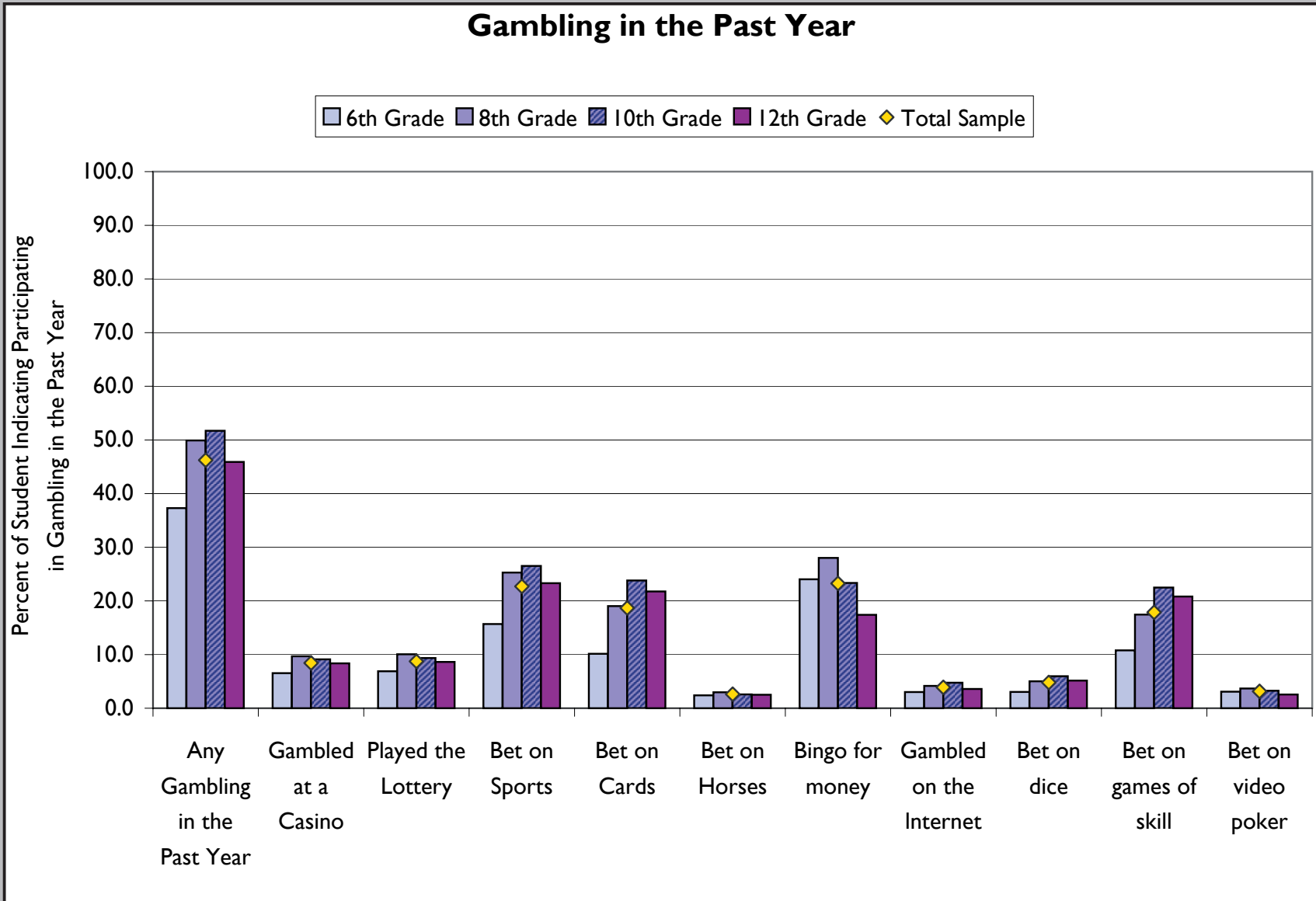
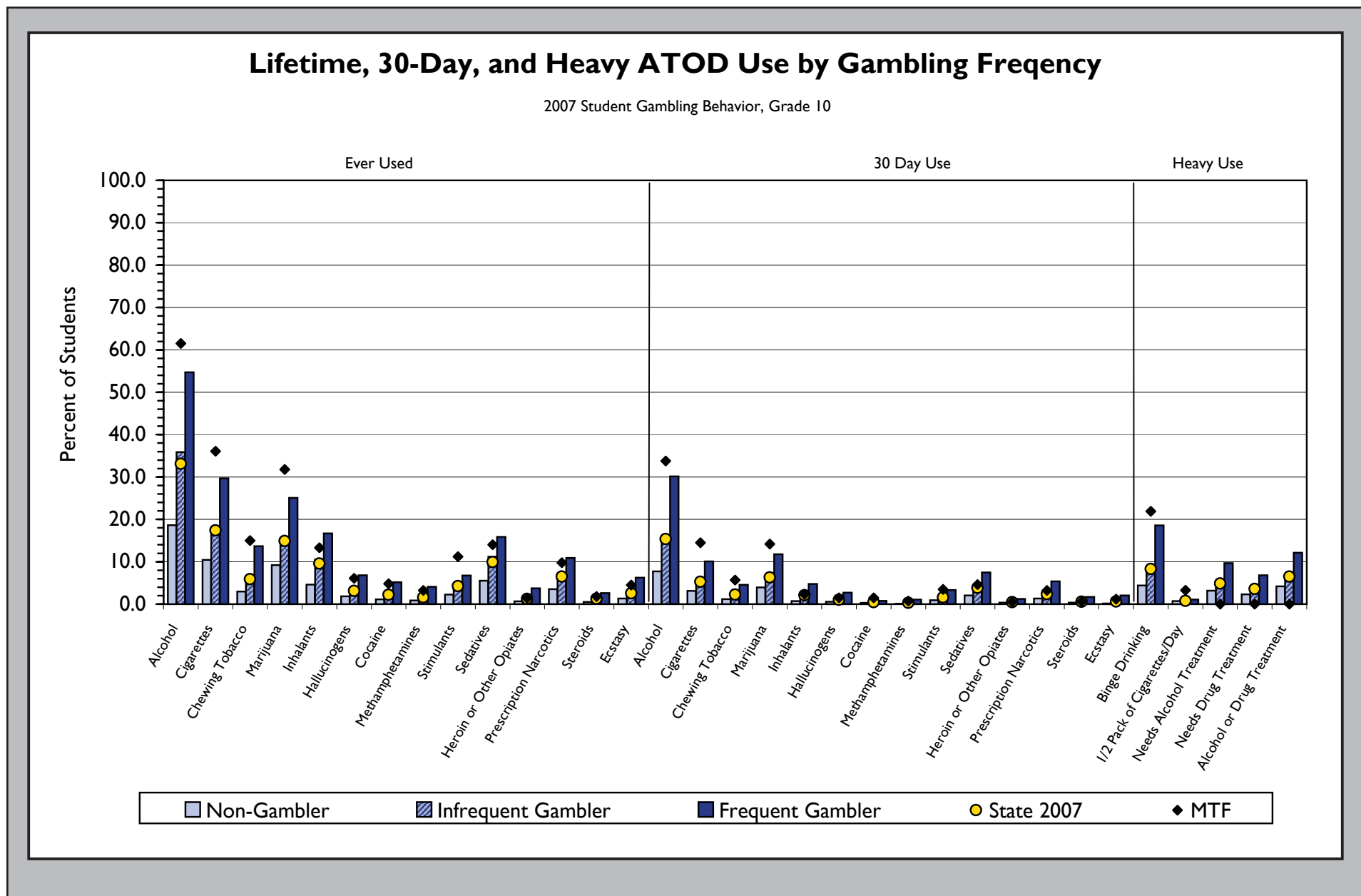


Figure 42



Family Dinner

In the 2007 Utah Prevention Needs Assessment Survey, a question was added asking students to report the average number of times a week they ate dinner with their family. The question was worded as follows: “During a typical week, how many times do all or most of your family that live in your home eat dinner together?” Response options were 0, 1, 2, 3, 4, 5, 6, or 7.

The Utah PNA found that a majority of youth in the State eat most meals with their family each week, with 55.7% of youth indicating they ate five or more meals each week with their family, 30.3% of youth indicating they ate two to four meals each week with their family, and 14.0% indicating they ate zero to one meals each week with their family.

Eating dinner with your family represents a bonding opportunity between parents and youth — a time to communicate, spend time with each other, and/or a time for parents to monitor the activities of their children. Table 39 below shows students responses to how many times a week they ate dinner

with their family in relation to lifetime and past month substance use. The results indicate that higher numbers of family dinners each week is linked to lower substance use rates. For example, of students who indicated that they ate no meals with their family in a typical week, 25.0% of them had used alcohol in the past month; whereas only 4.8% of youth who indicated they had eaten dinner with their family seven nights a week indicated using alcohol in the past month. Similar trends are seen for lifetime and past month use of all substances, with use rates gradually decreasing with more family dinners a week.

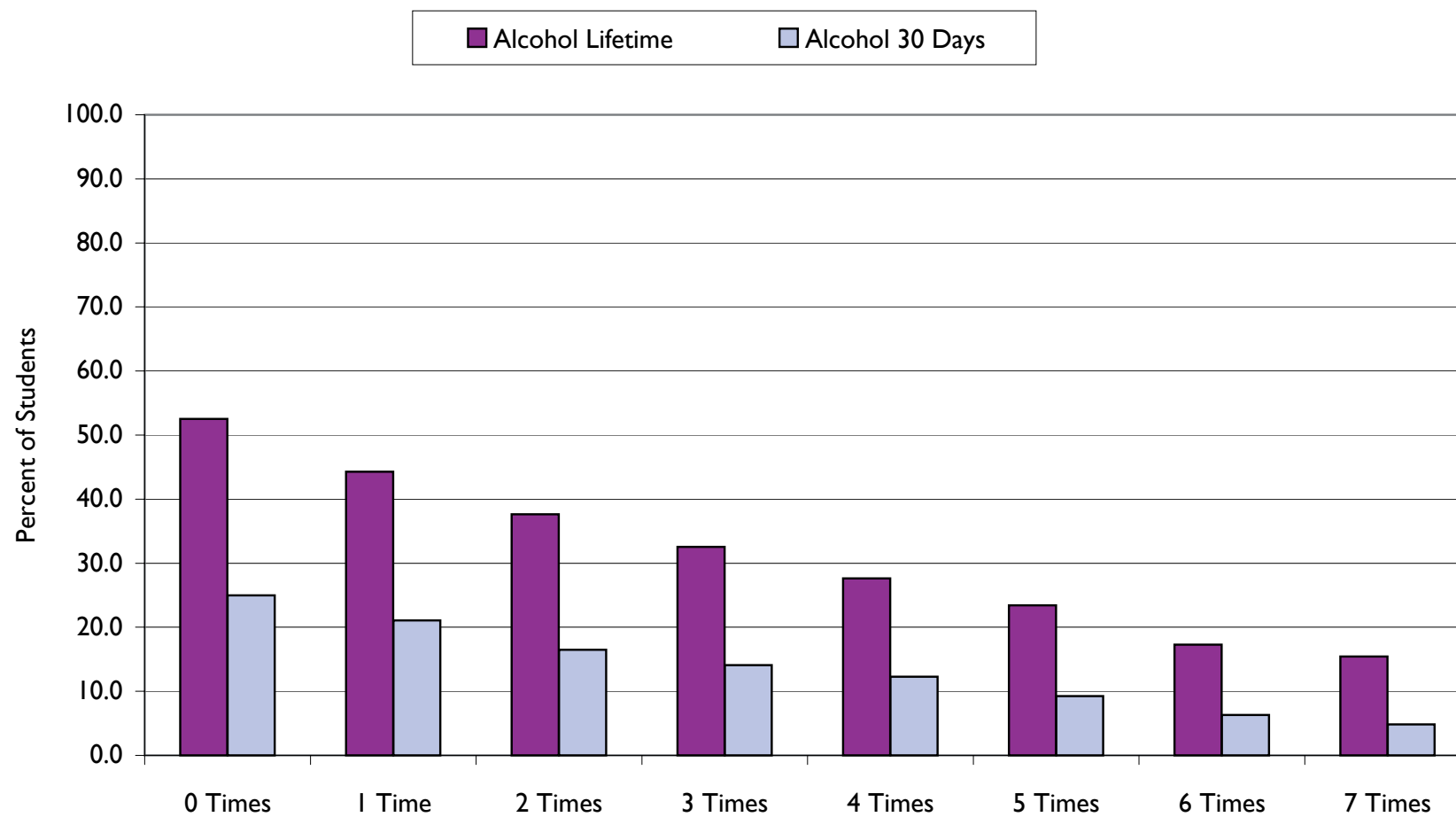
As indicated previously in this report when looking at student bonding rates in relationship to substance use, bonding with adults is linked to lower substance use. The findings in this section mirror that concept. Were the survey to include additional bonding activity questions, similar findings could be expected.

Table 39

Substance Use by the Percentage Reporting the Average Number of Times They Eat Dinner With Their Family in a Week								
	0 Times	1 Time	2 Times	3 Times	4 Times	5 Times	6 Times	7 Times
Alcohol Lifetime	52.5	44.3	37.6	32.6	27.6	23.4	17.3	15.4
Alcohol 30 Days	25.0	21.1	16.5	14.1	12.3	9.3	6.3	4.8
Marijuana Lifetime	32.9	23.0	19.1	16.6	13.6	11.3	7.4	7.1
Marijuana 30 Days	11.0	7.0	6.0	4.4	3.7	2.8	1.8	1.7
Cigarettes Lifetime	25.7	19.8	15.3	13.8	10.1	8.6	5.5	4.7
Cigarettes 30 Days	10.3	8.2	5.8	5.8	4.4	3.0	1.6	1.9
Any Drug Lifetime	39.7	33.5	28.5	26.3	20.9	18.3	14.3	11.6
Any Drug 30 Days	19.4	15.5	12.2	11.0	8.7	6.7	5.4	4.1

Figure 43

Alcohol Use by Reported Number of Times Per Week That They Have Eaten Dinner With Their Family



Appendix A: Utah Prevention Needs Assessment 2007 Student Survey

PREVENTION NEEDS ASSESSMENT SURVEY

1. Thank you for agreeing to participate in this survey. The purpose of this survey is to learn how students in our schools feel about their community, family, peers, and school. The survey also asks about health behaviors.
2. The survey is completely voluntary and anonymous. DO NOT put your name on the questionnaire.
3. This is not a test, so there are no right or wrong answers. We would like you to work quickly so you can finish.
4. All of the questions should be answered by completely filling in one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank. You can skip any question that you do not wish to answer.
5. For questions that have the following answers: **NO! no yes YES!**
Mark (the BIG) **NO!** if you think the statement is **DEFINITELY NOT TRUE** for you.
Mark (the little) **no** if you think the statement is **MOSTLY NOT TRUE** for you.
Mark (the little) **yes** if you think the statement is **MOSTLY TRUE** for you.
Mark (the BIG) **YES!** if you think the statement is **DEFINITELY TRUE** for you.

Example: Chocolate is the best ice cream flavor.

☐ NO! ☐ no ☒ yes ☐ YES!

In the example above, the student marked “yes” because he or she thinks the statement is mostly true.

6. Please mark only one answer for each question by completely filling in the circle with a #2 pencil.

Please fill in the following information with the help of your teacher/survey assistant.

School District:	<input type="text"/>	<input type="text"/>	School Number:	<input type="text"/>	<input type="text"/>	What is the zip code where you live?	<input type="text"/>	<input type="text"/>	<input type="text"/>
	0	0		0	0		0	0	0
	1	1		1	1		1	1	1
	2	2		2	2		2	2	2
	3	3		3	3		3	3	3
	4	4		4	4		4	4	4
	5	5		5	5		5	5	5
	6	6		6	6		6	6	6
	7	7		7	7		7	7	7
	8	8		8	8		8	8	8
	9	9		9	9		9	9	9

1. Are you: ☐ MALE ☐ FEMALE
2. How old are you?
☐ 10 or younger ☐ 12 ☐ 14 ☐ 16 ☐ 18
☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19 or older
3. What grade are you in?
☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th
4. Are you Hispanic or Latino? ☐ Yes ☐ No
5. What is your race? (Select one or more)
☐ Asian
☐ Hawaiian or other Pacific Islander
☐ American Indian
☐ Alaskan Native
☐ Black or African American
☐ White
6. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)
☐ Mother
☐ Stepmother
☐ Foster Mother
☐ Grandmother
☐ Aunt
☐ Father
☐ Stepfather
☐ Foster Father
☐ Grandfather
☐ Uncle
☐ Other Adults
☐ Brother(s)
☐ Stepbrother(s)
☐ Sister(s)
☐ Stepsister(s)
☐ Other Children
7. Think of the adults you live with. What is the highest level of schooling any of them completed? (Mark the one best answer)
☐ Completed grade school or less
☐ Some high school
☐ Completed high school
☐ Some college
☐ Completed college
☐ Graduate or professional school after college
☐ Don't know
☐ Does not apply

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PLEASE DO NOT WRITE IN THIS AREA

The next section asks about your experiences at school.

	NO!	no	yes	YES!
8. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers ask me to work on special classroom projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school lets my parents know when I have done something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My teachers praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are your school grades better than the grades of most students in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I have lots of chances to be part of class discussions or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Now thinking back over the past year in school, how often did you:

	Almost always	Often	Sometimes	Seldom	Never
a. enjoy being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. hate being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. try to do your best work in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. How often do you feel that the school work you are assigned is meaningful and important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Putting them all together, what were your grades like last year? (Mark the one best answer)

☐ Mostly F's ☐ Mostly B's
☐ Mostly D's ☐ Mostly A's
☐ Mostly C's

21. How important do you think the things you are learning in school are going to be for your later life?

☐ Very important ☐ Slightly important
☐ Quite important ☐ Not at all important
☐ Fairly important

22. How interesting are most of your courses to you?

☐ Very interesting and stimulating
☐ Quite interesting ☐ Slightly dull
☐ Fairly interesting ☐ Very dull

23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4-5 ☐ 6-10 ☐ 11 or more

The next questions ask about your feelings and experiences in other parts of your life.

24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:

	0	1	2	3	4
a. participated in clubs, organizations or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. made a commitment to stay drug-free?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. used marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. tried to do well in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. liked school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. regularly attended religious services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. dropped out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What are the chances you would be seen as cool if you:

	Very good chance	Pretty good chance	Some chance	Little chance	No or very little chance
a. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. worked hard at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. defended someone who was being verbally abused at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. regularly volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How old were you when you first:

	17 or older	16	15	14	13	12	11	10 or younger Never
a. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked a cigarette, even just a puff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. used phenoxdyne (pox, px, breeze)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. got suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. got arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. How wrong do you think it is for someone your age to:

	Not wrong at all	A little bit wrong	Wrong	Very wrong
a. take a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Now think about all the students in your grade at your school. How many of them do you think...

	Almost all (91-100%)	Most (71-90%)	Half or more (51-70%)	Half or less (31-50%)	Some (11-30%)	Few (1-10%)	None (0%)
a. smoke one or more cigarettes a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. drank alcohol sometime in the past month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. used marijuana sometime in the past month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. used an illegal drug in the past month (not including marijuana)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How many times in the past year (12 months) have you:

	40+ times	30 to 39 times	20 to 29 times	10 to 19 times	6 to 9 times	3 to 5 times	1 to 2 times	Never
a. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. participated in clubs, organizations or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. done extra work on your own for school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. been drunk or high at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Have you ever belonged to a gang?

- ☐ No ☐ Yes, belong now
- ☐ No, but would like to ☐ Yes, but would like to get out
- ☐ Yes, in the past

31. These questions ask about gambling for money or possessions. During the past 12 months, how often have you:

	Almost everyday	Once a week or more	Once a month	A few times in the past year	Before, but not in the past year	Never
a. gambled at a casino?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. played the lottery or lottery scratch-off tickets?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. bet on sporting events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. played cards for money?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. bet money on horse races?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. played bingo for money or prizes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. gambled on the internet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. bet on dice games such as craps?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. bet on games of personal skill such as pool, darts, or bowling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. bet on video poker?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. During the past 12 months, how often do you recall hearing, reading, or watching an advertisement about the prevention of substance abuse?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?

☐ 0 times ☐ 4 or 5 times
☐ 1 time ☐ 6 or more times
☐ 2 or 3 times

34. During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?

☐ 0 times ☐ 4 or 5 times
☐ 1 time ☐ 6 or more times
☐ 2 or 3 times

35. How often do you attend religious services or activities?

☐ Never ☐ 1-2 Times a Month
☐ Rarely ☐ About Once a Week or More

36. Which is your religious preference (choose the religion with which you identify the most)?

☐ Catholic
☐ Jewish
☐ LDS (Mormon)
☐ Protestant (such as Baptists, Presbyterians, or Lutherans)
☐ Other
☐ No Preference

37. I do the opposite of what people tell me, just to get them mad.

☐ Very False ☐ Somewhat True
☐ Somewhat False ☐ Very True

38. I like to see how much I can get away with.

☐ Very False ☐ Somewhat True
☐ Somewhat False ☐ Very True

39. I ignore rules that get in my way.

☐ Very False ☐ Somewhat True
☐ Somewhat False ☐ Very True

	NO!	no	yes	YES!
40. I think sometimes it's okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. It is all right to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

	NO!	no	yes	YES!
a. smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. drink beer, wine, or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great risk	Moderate risk	Slight risk	No risk
a. smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. have five or more drinks once or twice each weekend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On how many occasions (if any) have you:

OCCASIONS

	0	1-2	3-5	6-9	10-19	20-39	40+
49. had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime – more than just a few sips?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. had beer, wine or hard liquor to drink during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. been drunk or very high from drinking alcoholic beverages during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. used marijuana (grass, pot) or hashish (hash, hash oil) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. used marijuana (grass, pot) or hashish (hash, hash oil) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. used LSD or other hallucinogens in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. used LSD or other hallucinogens during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. used cocaine or crack in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. used cocaine or crack during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. used phenoxydine (pox, px, breeze) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. used phenoxydine (pox, px, breeze) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. used methamphetamines (meth, speed, crank, crystal meth) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. used methamphetamines (meth, speed, crank, crystal meth) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to take them, in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to take them, during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. used heroin or other opiates in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. used heroin or other opiates during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. used narcotic prescription drugs (such as OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. used narcotic prescription drugs (such as OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. used MDMA (X, E, or ecstasy) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. used MDMA (X, E, or ecstasy) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- ☐ None
☐ Once
☐ Twice
☐ 3-5 times
☐ 6-9 times
☐ 10 or more times

78. How frequently have you used smokeless tobacco during the past 30 days?

- ☐ Never
☐ Once or twice
☐ Once or twice per week
☐ Three to five times per week
☐ About once a day
☐ More than once a day

77. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?

- ☐ Never
☐ Once or twice
☐ Once in a while but not regularly
☐ Regularly in the past
☐ Regularly now

79. Have you ever smoked cigarettes?

- ☐ Never
☐ Once or twice
☐ Once in a while but not regularly
☐ Regularly in the past
☐ Regularly now

80. How frequently have you smoked cigarettes during the past 30 days?

- ☐ Not at all
- ☐ Less than one cigarette per day
- ☐ One to five cigarettes per day
- ☐ About one-half pack per day
- ☐ About one pack per day
- ☐ About one and one-half packs per day
- ☐ Two packs or more per day

These questions ask about the neighborhood and community where you live.

81. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

	Not wrong at all		
	A little bit wrong		
	Wrong		
	Very wrong		
a. to use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. to drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. to smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
82. If I had to move, I would miss the neighborhood I now live in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. My neighbors notice when I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. I like my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. There are lots of adults in my neighborhood I could talk to about something important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. I'd like to get out of my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. There are people in my neighborhood who are proud of me when I do something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. There are people in my neighborhood who encourage me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. I feel safe in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

90. Which of the following activities for people your age are available in your community?

- a. sports teams ☐ No ☐ Yes
- b. scouting ☐ No ☐ Yes
- c. boys and girls clubs ☐ No ☐ Yes
- d. 4-H clubs ☐ No ☐ Yes
- e. service clubs ☐ No ☐ Yes

	NO!	no	yes	YES!
91. If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. If a kid carried a handgun in your neighborhood, would he or she be caught by the police?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very easy		
	Sort of easy		
	Sort of hard		
	Very hard		
94. If you wanted to get some cigarettes, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. If you wanted to get a handgun, how easy would it be for you to get one?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. If you wanted to get some marijuana, how easy would it be for you to get some?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about your family. When answering these questions please think about the people you consider to be your family, for example, parents, stepparents, grandparents, aunts, uncles, etc.

99. How wrong do your parents feel it would be for YOU to:

	Not wrong at all		
	A little bit wrong		
	Wrong		
	Very wrong		
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. steal something worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. gamble for money or possessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. Have any of your brothers or sisters ever:

	I don't have any brothers or sisters	
	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
d. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
e. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
101. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. If you skipped school, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
117. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

123. My parents notice when I am doing a good job and let me know about it.

☐ Never or Almost Never
☐ Sometimes
☐ Often
☐ All the Time

124. How often do your parents tell you they're proud of you for something you've done?

☐ Never or Almost Never
☐ Sometimes
☐ Often
☐ All the Time

125. During a typical week, how many times do all or most of your family that live in your home eat dinner together?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

126. During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians - whether or not they live with you. (Choose all that apply.)

☐ No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use.
☐ Yes, I talked with my parents about the dangers of tobacco use.
☐ Yes, I talked with my parents about the dangers of alcohol use.
☐ Yes, I talked with my parents about the dangers of drug use.

127. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. sold or dealt drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. gotten drunk or high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Alcohol		Drugs	
	Don't use	Yes	Don't use	Yes
	No		No	
128. In the past 12 months, have you spent more time using alcohol or drugs than you intended?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. In the past 12 months, have you wanted to cut down on your alcohol or drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. In the past 12 months, has anyone objected to your alcohol or drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
a. feel very close to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. share your thoughts and feelings with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. enjoy spending time with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. could ask for help if you had a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never
Talked, but not in the past year	<input type="radio"/>
A few times in the past year	<input type="radio"/>
Every 4 to 6 months	<input type="radio"/>
Every 2 to 3 months	<input type="radio"/>
At least once a month	<input type="radio"/>
a. Talked about NO Tobacco use.	<input type="radio"/>
b. Talked about NO Alcohol use.	<input type="radio"/>
c. Talked about NO Drug use.	<input type="radio"/>

136. Has anyone in your family ever had severe alcohol or drug problems?

☐ No ☐ Yes

137. My teacher(s) maintain good discipline in the classroom.

☐ Strongly Agree ☐ Disagree

☐ Agree ☐ Strongly Disagree

138. My principal and assistant principal maintain good discipline at my school.

☒ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

139. During the past 30 days, on how many days did you NOT go to school because you felt you would be unsafe at school or on your way to school?

☐ 0 days ☐ 4 or 5 days
☐ 1 day ☐ 6 or more days
☐ 2 or 3 days

140. During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?

☐ 0 days ☐ 4 or 5 days
☐ 1 day ☐ 6 or more days
☐ 2 or 3 days

141. How honest were you in filling out this survey?

☐ I was very honest
☐ I was honest pretty much of the time
☐ I was honest some of the time
☐ I was honest once in a while
☐ I was not honest at all

Extra Questions	Responses							
	a	b	c	d	e	f	g	h i
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
		O	O	O	O	O	O	O O
142.		O	O	O	O	O	O O	
143.		O	O	O	O	O	O O	
144.		O	O	O	O	O	O O	
145.		O	O	O	O	O	O O	
146.		O	O	O	O	O	O O	
147.		O	O	O	O	O	O O	
148.		O	O	O	O	O	O O	
149.		O	O	O	O	O	O O	
150.		O	O	O	O	O	O O	
151.		O	O	O	O	O	O O	
152.		O	O	O	O	O	O O	
153.		O	O	O	O	O	O O	
154.		O	O	O	O	O	O O	
155.		O	O	O	O	O	O O	
156.		O	O	O	O	O	O O	
157.		O	O	O	O	O	O O	
158.		O	O	O	O	O	O O	
159.		O	O	O	O	O	O O	
160.		O	O	O	O	O	O O	
161.		O	O	O	O	O	O O	

Thank you for completing the survey

Appendix B: Risk and Protective Factors and Their Associated Scales

Community Domain Protective Factors

Protective Factor

Associated Scales

Community Opportunities for Prosocial Involvement

Community Opportunities for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Domain Risk Factors

Risk Factor

Associated Scales

Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment

Laws and Norms Favorable to Drug Use, Firearms, and Crime

Laws and Norms Favorable to Drug Use

Availability of Drugs and Firearms

Perceived Availability of Drugs
Perceived Availability of Handguns

Media Portrayals of Violence

No Scale

Extreme Economic Deprivation

No Scale

Family Domain Protective Factors

Protective Factor

Associated Scales

Family Attachment

Family Attachment

Family Opportunities for Positive Involvement

Family Opportunities for Positive Involvement

Family Rewards for Positive Involvement

Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Family Domain Risk Factors

Risk Factor

Associated Scales

Family Management Problems

Poor Family Management

Family Conflict

Family Conflict

Family Involvement in the Problem Behavior

Family History of Antisocial Behavior

Favorable Parental Attitudes Towards The Problem Behavior

Parental Attitudes Favorable to Antisocial Behavior
Parental Attitudes Favorable to Drug Use

School Domain Protective Factors

Protective Factor

Associated Scales

School Opportunities for Prosocial Involvement

School Opportunities for Prosocial Involvement

School Rewards for Prosocial Involvement

School Rewards for Prosocial Involvement

School Domain Risk Factors

Risk Factor

Associated Scales

Academic Failure Beginning in Late Elementary School

Academic Failure

Lack of Commitment to School

Low School Commitment

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Individual-Peer Protective Factors

Protective Factor

Associated Scales

Religiosity

Religiosity

Belief in the Moral Order

Belief in the Moral Order

Prosocial Involvement

Prosocial Involvement

Rewards for Prosocial Involvement

Rewards for Prosocial Involvement

Interaction with Prosocial Peers

Interaction with Prosocial Peers

Individual-Peer Risk Factors

Risk Factor

Associated Scales

Rebelliousness

Rebelliousness

Early and Persistent Antisocial Behavior

Early Initiation of Drug use
Early Initiation of Antisocial Behavior

Friends Who Engage in the Problem Behavior

Interaction with Antisocial Peers
Friends' Use of Drugs
Rewards for Antisocial Behavior

Favorable Attitudes Towards the Problem Behavior

Attitudes Favorable Towards Antisocial Behavior
Attitudes Favorable Towards Drug Use
Perceived Risks of Drug Use
Intention to Use

Gang Involvement

Gang Involvement

Constitutional Factors

Depressive Symptoms

Appendix C: Utah PNA Survey Results, Frequency and Percentage for Each Response Category

Question	Response	#	%
1. Are you?	male	21,987	48.3
	female	23,576	51.7
2. How old are you?	10 or younger	27	0.1
	11	6,190	13.5
	12	8,110	17.7
	13	5,447	11.9
	14	7,797	17.0
	15	4,195	9.2
	16	5,957	13.0
	17	3,682	8.0
	18	4,370	9.5
	19 or older	74	0.2
3. What grade are you in?	6th grade	14,547	31.5
	8th grade	13,367	29.0
	10th grade	10,164	22.0
	12th grade	8,074	17.5
4 Consists of two questions: & 5 4. Are you Hispanic or Latino? 5. What is your race? (Select one or more) Because students could pick more than one category, percentages do not add up to 100%.	Asian	1,317	2.4
	Pacific Islander	919	1.7
	American Indian (has Alaskan)	1,924	3.5
	African American	1,282	2.3
	White	38,909	70.0
	Multiple Races	1,767	3.2
	Unknow Race	3,846	6.9
	Hispanic	5,632	10.1

Question	Response	#	%
6. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)	Mother	42,401	92.4
	Stepmother	1,548	3.4
	Foster Mother	157	0.3
	Grandmother	2,608	5.7
	Aunt	1,288	2.8
	Father	34,953	76.2
	Stepfather	4,135	9.0
	Foster Father	154	0.3
	Grandfather	1,682	3.7
	Uncle	1,444	3.1
	Other Adults	1,166	2.5
	Brother(s)	28,805	62.8
7. What is the highest level of schooling completed by the person you live with most of the time?	Stepbrother(s)	1,654	3.6
	Sister(s)	27,543	60.0
	Stepsister(s)	1,559	3.4
	Other Children	2,215	4.8
	Completed grade school or less	564	1.3
	Some high school	1,487	3.5
	Completed high school	5,650	13.4
	Some college	7,031	16.7
	Completed college	15,341	36.4
	Graduate or professional degree	7,019	16.6
8. In my school, students have lots of chances to help decide things like class activities and rules.	Don't know	4,863	11.5
	Does not apply	247	0.6
	NO!	3,958	8.7
	no	15,715	34.4
	yes	22,351	48.9
	YES!	3,657	8.0

Question	Response	#	%
9. Teachers ask me to work on special classroom projects.	NO!	4,059	8.9
	no	19,574	42.9
	yes	18,578	40.7
	YES!	3,389	7.4
10. My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	2,375	5.3
	no	10,366	22.9
	yes	23,954	53.0
	YES!	8,533	18.9
11. There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	1,319	2.9
	no	3,975	8.7
	yes	18,120	39.6
	YES!	22,299	48.8
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	1,288	2.8
	no	7,418	16.2
	yes	24,934	54.6
	YES!	12,049	26.4
13. I feel safe at my school.	NO!	1,425	3.1
	no	3,947	8.7
	yes	24,311	53.7
	YES!	15,626	34.5
14. The school lets my parents know when I have done something well.	NO!	7,629	16.9
	no	18,666	41.4
	yes	14,242	31.6
	YES!	4,585	10.2
15. My teachers praise me when I work hard in school.	NO!	4,096	9.1
	no	16,381	36.3
	yes	19,832	44.0
	YES!	4,809	10.7
16. Are your school grades better than the grades of most students in your class?	NO!	3,164	6.9
	no	12,901	28.2
	yes	20,825	45.6
	YES!	8,809	19.3

Question	Response	#	%
17. I have lots of chances to be part of class discussions or activities.	NO!	981	2.2
	no	5,521	12.1
	yes	27,391	60.1
	YES!	11,654	25.6
18. Now think back over the past year in school, how often did you:			
a. enjoy being in school?	Never	1,911	4.2
	Seldom	4,885	10.8
	Sometimes	15,478	34.4
	Often	14,647	32.5
	Almost Always	8,116	18.0
b. hate being in school?	Never	3,856	8.5
	Seldom	14,127	31.1
	Sometimes	16,386	36.1
	Often	7,962	17.5
	Almost Always	3,124	6.9
c. try to do your best work in school?	Never	204	0.4
	Seldom	1,180	2.6
	Sometimes	6,287	13.8
	Often	15,072	33.0
	Almost Always	22,874	50.1
19. How often do you feel that the school work you are assigned is meaningful and important?	Never	2,410	5.3
	Seldom	8,122	17.8
	Sometimes	16,024	35.2
	Often	12,410	27.3
	Almost Always	6,541	14.4
20. Putting them all together, what were your grades like last year?	Mostly F's	884	2.0
	Mostly D's	1,357	3.0
	Mostly C's	6,027	13.3
	Mostly B's	14,009	30.9
	Mostly A's	23,054	50.9

Question	Response	#	%
21. How important do you think the things you are learning in school are going to be for your later life?	Very important	15,126	33.2
	Quite important	14,186	31.1
	Fairly important	11,251	24.7
	Slightly important	4,297	9.4
	Not at all important	688	1.5
22. How interesting are most of your courses to you?	Very interesting and stimulating	4,570	10.1
	Quite interesting	14,753	32.5
	Fairly interesting	16,985	37.4
	Slightly Dull	6,968	15.3
	Very Dull	2,150	4.7
23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	32,020	71.7
	1	4,389	9.8
	2	2,739	6.1
	3	2,089	4.7
	4 to 5	1,943	4.4
	6 to 10	899	2.0
	11 or more	585	1.3
24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have...			
	a. participated in clubs, organizations, or activities at school?		
	0 Friends	6,458	14.4
	1 Friend	6,517	14.5
	2 Friends	9,105	20.3
b. smoked cigarettes?	3 Friends	7,504	16.7
	4 Friends	15,308	34.1
	0 Friends	36,395	80.4
	1 Friend	3,993	8.8
	2 Friends	2,187	4.8
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	3 Friends	1,113	2.5
	4 Friends	1,583	3.5
	0 Friends	30,381	67.1
	1 Friend	5,072	11.2
	2 Friends	3,325	7.3
	3 Friends	2,394	5.3
	4 Friends	4,094	9.0

Question	Response	#	%
d. made a commitment to stay drug-free?	0 Friends	6,477	14.5
	1 Friend	3,813	8.5
	2 Friends	3,541	7.9
	3 Friends	4,207	9.4
	4 Friends	26,745	59.7
e. used marijuana?	0 Friends	36,090	80.0
	1 Friend	3,411	7.6
	2 Friends	2,106	4.7
	3 Friends	1,340	3.0
	4 Friends	2,176	4.8
f. tried to do well in school?	0 Friends	985	2.2
	1 Friend	1,975	4.4
	2 Friends	5,111	11.4
	3 Friends	10,043	22.4
	4 Friends	26,659	59.5
g. used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	40,397	89.2
	1 Friend	2,603	5.8
	2 Friends	1,101	2.4
	3 Friends	509	1.1
	4 Friends	654	1.4
h. been suspended from school?	0 Friends	33,076	73.1
	1 Friend	6,627	14.7
	2 Friends	2,790	6.2
	3 Friends	1,160	2.6
	4 Friends	1,580	3.5
i. liked school?	0 Friends	7,367	16.4
	1 Friend	5,458	12.2
	2 Friends	10,594	23.6
	3 Friends	9,714	21.7
	4 Friends	11,714	26.1

Question	Response	#	%
j. carried a handgun?	0 Friends	42,439	93.9
	1 Friend	1,416	3.1
	2 Friends	631	1.4
	3 Friends	229	0.5
	4 Friends	490	1.1
k. sold illegal drugs?	0 Friends	41,208	91.4
	1 Friend	2,132	4.7
	2 Friends	963	2.1
	3 Friends	336	0.7
	4 Friends	444	1.0
l. regularly attended religious services?	0 Friends	6,135	13.7
	1 Friend	5,383	12.1
	2 Friends	6,733	15.1
	3 Friends	7,913	17.7
	4 Friends	18,506	41.4
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	42,705	94.4
	1 Friend	1,544	3.4
	2 Friends	542	1.2
	3 Friends	180	0.4
	4 Friends	252	0.6
n. been arrested?	0 Friends	39,256	86.8
	1 Friend	3,595	7.9
	2 Friends	1,345	3.0
	3 Friends	492	1.1
	4 Friends	561	1.2
o. dropped out of school?	0 Friends	41,278	91.2
	1 Friend	2,757	6.1
	2 Friends	718	1.6
	3 Friends	222	0.5
	4 Friends	293	0.6

Question	Response	#	%
25. What are the chances you would be seen as cool if you...			
a. smoked cigarettes?	No or Very Little Chance	36,503	81.0
	Little Chance	5,357	11.9
	Some Chance	2,209	4.9
	Pretty Good Chance	697	1.5
	Very Good Chance	324	0.7
b. worked hard at school?	No or Very Little Chance	3,405	7.6
	Little Chance	5,766	12.8
	Some Chance	11,338	25.2
	Pretty Good Chance	13,138	29.2
	Very Good Chance	11,384	25.3
c. began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	31,488	69.9
	Little Chance	5,848	13.0
	Some Chance	4,229	9.4
	Pretty Good Chance	2,511	5.6
	Very Good Chance	979	2.2
d. defended someone who was being verbally abused at school?	No or Very Little Chance	3,982	8.8
	Little Chance	4,819	10.7
	Some Chance	10,082	22.4
	Pretty Good Chance	12,748	28.3
	Very Good Chance	13,385	29.7
e. smoked marijuana?	No or Very Little Chance	35,560	79.0
	Little Chance	4,374	9.7
	Some Chance	2,805	6.2
	Pretty Good Chance	1,418	3.1
	Very Good Chance	868	1.9
f. carried a handgun?	No or Very Little Chance	38,233	85.1
	Little Chance	3,650	8.1
	Some Chance	1,672	3.7
	Pretty Good Chance	689	1.5
	Very Good Chance	678	1.5

Question	Response	#	%
g. regularly volunteered to do community service?	No or Very Little Chance	8,567	19.1
	Little Chance	8,658	19.3
	Some Chance	11,492	25.6
	Pretty Good Chance	8,847	19.7
	Very Good Chance	7,369	16.4
26. How old were you when you first:			
a. smoked marijuana?	Never have	40,912	89.2
	10 or younger	256	0.6
	11	303	0.7
	12	493	1.1
	13	879	1.9
	14	857	1.9
	15	1,063	2.3
	16	687	1.5
	17 or Older	422	0.9
b. smoked a cigarette, even just a puff?	Never have	39,050	85.3
	10 or younger	2,055	4.5
	11	658	1.4
	12	711	1.6
	13	876	1.9
	14	708	1.5
	15	778	1.7
	16	525	1.1
	17 or Older	431	0.9
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never have	32,209	71.5
	10 or younger	2,861	6.4
	11	1,169	2.6
	12	1,349	3.0
	13	1,764	3.9
	14	1,655	3.7
	15	2,069	4.6
	16	1,175	2.6
	17 or Older	805	1.8

Question	Response	#	%
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	40,859	89.2
	10 or younger	217	0.5
	11	192	0.4
	12	316	0.7
	13	700	1.5
	14	677	1.5
	15	1,209	2.6
	16	937	2.0
	17 or Older	709	1.5
f. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	Never have	40,208	92.1
	10 or younger	1,003	2.3
	11	473	1.1
	12	456	1.0
	13	451	1.0
	14	436	1.0
	15	320	0.7
	16	193	0.4
	17 or Older	115	0.3
g. got suspended from school?	Never have	38,742	85.1
	10 or younger	1,951	4.3
	11	907	2.0
	12	982	2.2
	13	1,147	2.5
	14	938	2.1
	15	510	1.1
	16	219	0.5
	17 or Older	141	0.3
h. got arrested?	Never have	43,229	94.5
	10 or younger	226	0.5
	11	212	0.5
	12	331	0.7
	13	415	0.9
	14	385	0.8
	15	436	1.0
	16	324	0.7
	17 or Older	180	0.4

Question	Response	#	%
i. carried a handgun?	Never have	43,152	94.9
	10 or younger	797	1.8
	11	340	0.7
	12	369	0.8
	13	248	0.5
	14	203	0.4
	15	154	0.3
	16	127	0.3
	17 or Older	70	0.2
j. attacked someone with the idea of seriously hurting them?	Never have	40,099	88.1
	10 or younger	1,848	4.1
	11	654	1.4
	12	757	1.7
	13	697	1.5
	14	539	1.2
	15	454	1.0
	16	314	0.7
	17 or Older	164	0.4
27. How wrong do you think it is for someone your age to:			
a. take a handgun to school?	Very Wrong	42,383	92.5
	Wrong	2,799	6.1
	A Little Bit Wrong	456	1.0
	Not Wrong at All	191	0.4
b. steal anything worth more than \$5?	Very Wrong	29,448	64.3
	Wrong	12,553	27.4
	A Little Bit Wrong	3,257	7.1
	Not Wrong at All	532	1.2
c. pick a fight with someone?	Very Wrong	19,100	41.8
	Wrong	16,268	35.6
	A Little Bit Wrong	8,566	18.8
	Not Wrong at All	1,753	3.8
d. attack someone with the idea of seriously hurting them?	Very Wrong	34,735	76.1
	Wrong	7,934	17.4
	A Little Bit Wrong	2,319	5.1
	Not Wrong at All	675	1.5

Question	Response	#	%
e. stay away from school all day when their parents think they are at school?	Very Wrong	25,027	54.7
	Wrong	12,170	26.6
	A Little Bit Wrong	7,001	15.3
	Not Wrong at All	1,557	3.4
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	33,577	73.4
	Wrong	6,322	13.8
	A Little Bit Wrong	4,062	8.9
	Not Wrong at All	1,799	3.9
g. smoke cigarettes?	Very Wrong	37,041	81.0
	Wrong	5,534	12.1
	A Little Bit Wrong	2,106	4.6
	Not Wrong at All	1,072	2.3
h. smoke marijuana?	Very Wrong	38,533	84.3
	Wrong	3,857	8.4
	A Little Bit Wrong	1,957	4.3
	Not Wrong at All	1,386	3.0
i. use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	42,695	93.4
	Wrong	2,107	4.6
	A Little Bit Wrong	516	1.1
	Not Wrong at All	408	0.9
28. How many (what percentages) of the students in your grade at school would you say regularly:			
a. smoke cigarettes?	None (0%)	10,761	24.4
	Few (1-10%)	14,190	32.2
	Some (11-30%)	10,411	23.6
	Half or Less (31-50%)	5,234	11.9
	Half or More (51-70%)	2,531	5.7
	Most (71-90%)	737	1.7
	All (91-100%)	166	0.4

Question	Response	#	%
b. drink alcohol?	None (0%)	8,734	19.8
	Few (1-10%)	9,493	21.6
	Some (11-30%)	8,588	19.5
	Half or Less (31-50%)	7,006	15.9
	Half of More (51-70%)	5,926	13.5
	Most (71-90%)	3,529	8.0
	All (91-100%)	734	1.7
c. smoke marijuana?	None (0%)	13,931	31.7
	Few (1-10%)	12,435	28.3
	Some (11-30%)	7,933	18.0
	Half or Less (31-50%)	4,605	10.5
	Half of More (51-70%)	3,242	7.4
	Most (71-90%)	1,442	3.3
	All (91-100%)	388	0.9
d. use an illegal drug (not including marijuana)?	None (0%)	14,893	33.9
	Few (1-10%)	15,348	34.9
	Some (11-30%)	7,225	16.4
	Half or Less (31-50%)	3,640	8.3
	Half of More (51-70%)	1,864	4.2
	Most (71-90%)	779	1.8
	All (91-100%)	244	0.6
29. How many times in the past year (12 months) have you:			
a. been suspended from school?	Never	42,411	92.7
	1 or 2 Times	2,760	6.0
	3 to 5 Times	391	0.9
	6 to 9 Times	95	0.2
	10 to 19 Times	60	0.1
	20 to 29 Times	13	0.0
	30 to 39 Times	9	0.0
	40+ Times	25	0.1

Question	Response	#	%
b. carried a handgun?	Never	43,748	95.7
	1 or 2 Times	998	2.2
	3 to 5 Times	351	0.8
	6 to 9 Times	160	0.4
	10 to 19 Times	183	0.4
	20 to 29 Times	63	0.1
	30 to 39 Times	32	0.1
	40+ Times	175	0.4
c. sold illegal drugs?	Never	44,437	97.6
	1 or 2 Times	517	1.1
	3 to 5 Times	214	0.5
	6 to 9 Times	101	0.2
	10 to 19 Times	82	0.2
	20 to 29 Times	61	0.1
	30 to 39 Times	18	0.0
	40+ Times	118	0.3
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	44,894	98.4
	1 or 2 Times	541	1.2
	3 to 5 Times	102	0.2
	6 to 9 Times	34	0.1
	10 to 19 Times	22	0.0
	20 to 29 Times	12	0.0
	30 to 39 Times	10	0.0
	40+ Times	29	0.1
e. participated in clubs, organizations, or activities at school?	Never	9,427	20.8
	1 or 2 Times	9,267	20.4
	3 to 5 Times	6,686	14.7
	6 to 9 Times	3,935	8.7
	10 to 19 Times	3,693	8.1
	20 to 29 Times	2,473	5.5
	30 to 39 Times	1,660	3.7
	40+ Times	8,240	18.2

Question	Response	#	%
f. been arrested?	Never	43,906	96.4
	1 or 2 Times	1,305	2.9
	3 to 5 Times	198	0.4
	6 to 9 Times	72	0.2
	10 to 19 Times	31	0.1
	20 to 29 Times	31	0.1
	30 to 39 Times	3	0.0
	40+ Times	19	0.0
g. done extra work on your own for school?	Never	7,879	17.4
	1 or 2 Times	9,995	22.1
	3 to 5 Times	8,161	18.0
	6 to 9 Times	5,653	12.5
	10 to 19 Times	5,135	11.3
	20 to 29 Times	3,007	6.6
	30 to 39 Times	1,605	3.5
	40+ Times	3,834	8.5
h. attacked someone with the idea of seriously hurting them?	Never	41,663	91.2
	1 or 2 Times	2,802	6.1
	3 to 5 Times	587	1.3
	6 to 9 Times	234	0.5
	10 to 19 Times	176	0.4
	20 to 29 Times	73	0.2
	30 to 39 Times	25	0.1
	40+ Times	126	0.3
i. been drunk or high at school?	Never	42,449	93.1
	1 or 2 Times	1,545	3.4
	3 to 5 Times	599	1.3
	6 to 9 Times	340	0.7
	10 to 19 Times	210	0.5
	20 to 29 Times	133	0.3
	30 to 39 Times	57	0.1
	40+ Times	281	0.6

Question	Response	#	%
j. volunteered to do community service?	Never	16,012	35.3
	1 or 2 Times	10,127	22.3
	3 to 5 Times	6,800	15.0
	6 to 9 Times	4,289	9.5
	10 to 19 Times	3,475	7.7
	20 to 29 Times	1,935	4.3
	30 to 39 Times	869	1.9
	40+ Times	1,819	4.0
k. taken a handgun to school?	Never	45,439	99.6
	1 or 2 Times	100	0.2
	3 to 5 Times	16	0.0
	6 to 9 Times	11	0.0
	10 to 19 Times	7	0.0
	20 to 29 Times	14	0.0
	30 to 39 Times	12	0.0
	40+ Times	35	0.1
30. Have you ever belonged to a gang?	No	42,258	93.9
	No, but would like to	563	1.3
	Yes, in the past	1,432	3.2
	Yes, belong now	661	1.5
	Yes, but would like to get out	94	0.2
31. These questions ask about gambling for money or possessions. During the past 12 months, how often have you:			
a. gambled at a casino?	Never	41,925	95.2
	Before, but not in the past year	1,374	3.1
	A few times in past year	614	1.4
	Once a month	29	0.1
	Once a week or more	27	0.1
	Almost every day	92	0.2

Question	Response	#	%
b. played the lottery or lottery scratch-off tickets?	Never	36,940	83.9
	Before, but not in the past year	3,595	8.2
	A few times in past year	2,921	6.6
	Once a month	360	0.8
	Once a week or more	105	0.2
	Almost every day	97	0.2
c. bet on sporting events?	Never	30,189	68.7
	Before, but not in the past year	4,095	9.3
	A few times in past year	6,885	15.7
	Once a month	1,261	2.9
	Once a week or more	839	1.9
	Almost every day	688	1.6
d. played cards for money?	Never	32,117	73.1
	Before, but not in the past year	3,977	9.0
	A few times in past year	5,328	12.1
	Once a month	1,495	3.4
	Once a week or more	722	1.6
	Almost every day	319	0.7
e. bet money on horse races?	Never	42,369	96.4
	Before, but not in the past year	852	1.9
	A few times in past year	471	1.1
	Once a month	89	0.2
	Once a week or more	51	0.1
	Almost every day	102	0.2
f. played bingo for money or prizes?	Never	27,812	63.3
	Before, but not in the past year	6,261	14.3
	A few times in past year	8,336	19.0
	Once a month	1,007	2.3
	Once a week or more	295	0.7
	Almost every day	227	0.5

Question	Response	#	%
g. gambled on the internet?	Never	41,814	95.2
	Before, but not in the past year	838	1.9
	A few times in past year	679	1.5
	Once a month	260	0.6
	Once a week or more	187	0.4
	Almost every day	147	0.3
h. bet on dice games such as craps?	Never	41,128	93.8
	Before, but not in the past year	1,050	2.4
	A few times in past year	1,036	2.4
	Once a month	284	0.6
	Once a week or more	196	0.4
	Almost every day	169	0.4
i. bet on games of personal skill such as pool, darts, or bowling?	Never	33,090	75.3
	Before, but not in the past year	3,371	7.7
	A few times in past year	5,076	11.5
	Once a month	1,394	3.2
	Once a week or more	658	1.5
	Almost every day	384	0.9
j. bet on video poker?	Never	42,193	96.2
	Before, but not in the past year	711	1.6
	A few times in past year	525	1.2
	Once a month	174	0.4
	Once a week or more	116	0.3
	Almost every day	136	0.3
32. During the past 12 months, how often do you recall hearing, reading, or watching an advertisement about the prevention of substance abuse?	Never	6,050	13.9
	Before, but not in the past year	2,822	6.5
	A few times in past year	7,756	17.8
	Once a month	5,458	12.5
	Once a week or more	10,840	24.9
	Almost every day	10,628	24.4

Question	Response	#	%
33. During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	0 times	42,021	96.8
	1 time	766	1.8
	2 or 3 times	416	1.0
	4 or 5 times	105	0.2
	6 or more times	118	0.3
34. During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	0 times	37,686	86.8
	1 time	3,042	7.0
	2 or 3 times	1,740	4.0
	4 or 5 times	442	1.0
	6 or more times	522	1.2
35. How often do you attend religious services or activities?	Never	6,727	14.9
	Rarely	6,403	14.2
	1-2 times a month	3,867	8.6
	About once a week or more	28,087	62.3
36. Which is your religious preference (Choose the religion with which you identify the most)?	Catholic	4,408	10.2
	Jewish	162	0.4
	LDS (Mormon)	29,476	68.3
	Protestant	1,301	3.0
	Other	3,220	7.5
	no preference	4,612	10.7
37. I do the opposite of what people tell me, just to get them mad.	Very False	18,572	41.4
	Somewhat False	14,301	31.9
	Somewhat True	10,703	23.9
	Very True	1,248	2.8
38. I like to see how much I can get away with.	Very False	20,015	44.7
	Somewhat False	12,720	28.4
	Somewhat True	10,136	22.6
	Very True	1,949	4.3
39. I ignore rules that get in my way	Very False	22,172	49.3
	Somewhat False	13,378	29.8
	Somewhat True	7,909	17.6
	Very True	1,502	3.3

Question	Response	#	%
40. I think sometimes it's okay to cheat at school.	NO!	20,689	45.7
	no	14,514	32.1
	yes	8,844	19.5
	YES!	1,236	2.7
41. Sometimes I think that life is not worth it.	NO!	24,703	54.8
	no	10,351	22.9
	yes	7,684	17.0
	YES!	2,372	5.3
42. At times I think I am no good at all.	NO!	16,083	35.9
	no	13,545	30.3
	yes	11,829	26.4
	YES!	3,302	7.4
43. All in all, I am inclined to think I am a failure.	NO!	24,575	54.7
	no	13,471	30.0
	yes	5,226	11.6
	YES!	1,651	3.7
44. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	16,082	35.6
	no	13,131	29.1
	yes	10,708	23.7
	YES!	5,220	11.6
45. It is all right to beat up people if they start a fight.	NO!	18,863	41.8
	no	11,142	24.7
	yes	9,419	20.9
	YES!	5,741	12.7
46. I think it is okay to take something without asking if you can get away with it.	NO!	30,277	67.1
	no	12,417	27.5
	yes	1,946	4.3
	YES!	489	1.1

Question	Response	#	%
47. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:			
a. smoke cigarettes	NO!	40,185	89.1
	no	3,703	8.2
	yes	961	2.1
	YES!	231	0.5
b. drink beer, wine, or liquor	NO!	30,225	67.1
	no	5,459	12.1
	yes	7,145	15.9
	YES!	2,226	4.9
c. smoke marijuana	NO!	40,379	89.7
	no	3,200	7.1
	yes	1,062	2.4
	YES!	397	0.9
48. How much do you think people risk harming themselves (physically or in other ways) if they:			
a. smoke one or more packs of cigarettes per day?	No risk	1,420	3.1
	Slight risk	1,832	4.0
	Moderate risk	6,628	14.6
	Great risk	35,406	78.2
b. try marijuana once or twice?	No risk	4,448	9.8
	Slight risk	9,626	21.3
	Moderate risk	13,061	28.9
	Great risk	18,062	40.0
c. smoke marijuana regularly?	No risk	1,756	4.0
	Slight risk	2,460	5.6
	Moderate risk	5,964	13.5
	Great risk	34,046	77.0
d. take one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?	No risk	2,294	5.1
	Slight risk	6,126	13.6
	Moderate risk	12,455	27.7
	Great risk	24,146	53.6

Question	Response	#	%
e. have five or more drinks once or twice each weekend?	No risk	1,868	4.3
	Slight risk	3,713	8.6
	Moderate risk	9,874	23.0
	Great risk	27,498	64.0
49-75: On how many occasions (if any) have you:			
49. had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	33,120	73.1
	1-2 Occasions	4,247	9.4
	3-5 Occasions	2,063	4.6
	6-9 Occasions	1,462	3.2
	10-19 Occasions	1,558	3.4
	20-39 Occasions	1,194	2.6
	40+ Occasions	1,680	3.7
50. had beer, wine or hard liquor to drink during the past 30 days?	0 Occasions	40,074	88.7
	1-2 Occasions	2,966	6.6
	3-5 Occasions	1,123	2.5
	6-9 Occasions	569	1.3
	10-19 Occasions	311	0.7
	20-39 Occasions	81	0.2
	40+ Occasions	73	0.2
51. been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 Occasions	40,113	93.5
	1-2 Occasions	1,592	3.7
	3-5 Occasions	601	1.4
	6-9 Occasions	301	0.7
	10-19 Occasions	184	0.4
	20-39 Occasions	50	0.1
	40+ Occasions	74	0.2
52. used marijuana in your lifetime?	0 Occasions	40,485	89.5
	1-2 Occasions	1,312	2.9
	3-5 Occasions	712	1.6
	6-9 Occasions	499	1.1
	10-19 Occasions	598	1.3
	20-39 Occasions	446	1.0
	40+ Occasions	1,181	2.6

Question	Response	#	%
53. used marijuana during the past 30 days?	0 Occasions	43,270	95.9
	1-2 Occasions	806	1.8
	3-5 Occasions	378	0.8
	6-9 Occasions	195	0.4
	10-19 Occasions	203	0.5
	20-39 Occasions	117	0.3
	40+ Occasions	171	0.4
54. used LSD or other hallucinogens in your lifetime?	0 Occasions	44,125	97.6
	1-2 Occasions	579	1.3
	3-5 Occasions	204	0.5
	6-9 Occasions	105	0.2
	10-19 Occasions	73	0.2
	20-39 Occasions	53	0.1
	40+ Occasions	54	0.1
55. used LSD or other hallucinogens in the past 30 days?	0 Occasions	44,785	99.3
	1-2 Occasions	243	0.5
	3-5 Occasions	47	0.1
	6-9 Occasions	18	0.0
	10-19 Occasions	9	0.0
	20-39 Occasions	0	0
	40+ Occasions	9	0.0
56. used cocaine or other crack in your lifetime?	0 Occasions	44,362	98.2
	1-2 Occasions	453	1.0
	3-5 Occasions	134	0.3
	6-9 Occasions	70	0.2
	10-19 Occasions	60	0.1
	20-39 Occasions	51	0.1
	40+ Occasions	64	0.1

Question	Response	#	%
57. used cocaine or other crack in the past 30 days?	0 Occasions	44,886	99.6
	1-2 Occasions	121	0.3
	3-5 Occasions	29	0.1
	6-9 Occasions	16	0.0
	10-19 Occasions	13	0.0
	20-39 Occasions	6	0.0
	40+ Occasions	3	0.0
58. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0 Occasions	41,057	90.8
	1-2 Occasions	2,326	5.1
	3-5 Occasions	777	1.7
	6-9 Occasions	420	0.9
	10-19 Occasions	312	0.7
	20-39 Occasions	129	0.3
	40+ Occasions	172	0.4
59. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0 Occasions	44,098	97.7
	1-2 Occasions	746	1.7
	3-5 Occasions	162	0.4
	6-9 Occasions	69	0.2
	10-19 Occasions	32	0.1
	20-39 Occasions	15	0.0
	40+ Occasions	23	0.1
60. used phenoxydine (pox, px, breeze) in your lifetime?	0 Occasions	45,030	100.0
61. used phenoxydine (pox, px, breeze) during the past 30 days?	0 Occasions	45,006	100.0
62. used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	0 Occasions	42,941	98.8
	1-2 Occasions	275	0.6
	3-5 Occasions	67	0.2
	6-9 Occasions	54	0.1
	10-19 Occasions	43	0.1
	20-39 Occasions	25	0.1
	40+ Occasions	50	0.1

Question	Response	#	%
63. used methamphetamines (meth, speed, crank, crystal meth) during the past 30 days?	0 Occasions	43,260	99.8
	1-2 Occasions	80	0.2
	3-5 Occasions	16	0.0
	6-9 Occasions	3	0.0
	10-19 Occasions	2	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	1	0.0
64. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in your lifetime?	0 Occasions	41,718	97.1
	1-2 Occasions	582	1.4
	3-5 Occasions	262	0.6
	6-9 Occasions	137	0.3
	10-19 Occasions	118	0.3
	20-39 Occasions	56	0.1
	40+ Occasions	90	0.2
65. used stimulants (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in the past 30 days?	0 Occasions	42,524	99.1
	1-2 Occasions	237	0.6
	3-5 Occasions	85	0.2
	6-9 Occasions	28	0.1
	10-19 Occasions	14	0.0
	20-39 Occasions	14	0.0
	40+ Occasions	7	0.0
66. used sedatives (tranquilizers, such as Valium or Xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0 Occasions	40,112	92.3
	1-2 Occasions	1,564	3.6
	3-5 Occasions	750	1.7
	6-9 Occasions	397	0.9
	10-19 Occasions	295	0.7
	20-39 Occasions	128	0.3
	40+ Occasions	204	0.5
67. used sedatives (tranquilizers, such as Valium or Xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	0 Occasions	42,212	97.3
	1-2 Occasions	786	1.8
	3-5 Occasions	215	0.5
	6-9 Occasions	76	0.2
	10-19 Occasions	38	0.1
	20-39 Occasions	28	0.1
	40+ Occasions	18	0.0

Question	Response	#	%
68. used heroin or other opiates in your lifetime?	0 Occasions	43,027	99.1
	1-2 Occasions	202	0.5
	3-5 Occasions	43	0.1
	6-9 Occasions	26	0.1
	10-19 Occasions	30	0.1
	20-39 Occasions	20	0.0
	40+ Occasions	60	0.1
69. used heroin or other opiates in the past 30 days?	0 Occasions	43,197	99.8
	1-2 Occasions	60	0.1
	3-5 Occasions	10	0.0
	6-9 Occasions	10	0.0
	10-19 Occasions	8	0.0
	20-39 Occasions	1	0.0
	40+ Occasions	5	0.0
70. used narcotic prescription drugs (such as OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, in your lifetime?	1 0 Occasions	40,903	95.3
	2 1-2 Occasions	829	1.9
	3 3-5 Occasions	430	1.0
	4 6-9 Occasions	285	0.7
	5 10-19 Occasions	187	0.4
	6 20-39 Occasions	115	0.3
	7 40+ Occasions	177	0.4
71. used narcotic prescription drugs (such as OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, during the past 30 days?	1 0 Occasions	42,115	98.3
	2 1-2 Occasions	435	1.0
	3 3-5 Occasions	146	0.3
	4 6-9 Occasions	65	0.2
	5 10-19 Occasions	32	0.1
	6 20-39 Occasions	21	0.1
	7 40+ Occasions	24	0.1

Question	Response	#	%
72. used ecstasy ("X", "E", "MDMA") in your lifetime?	0 Occasions	44,070	98.0
	1-2 Occasions	483	1.1
	3-5 Occasions	146	0.3
	6-9 Occasions	108	0.2
	10-19 Occasions	65	0.1
	20-39 Occasions	45	0.1
	40+ Occasions	60	0.1
73. used ecstasy ("X", "E", "MDMA") in the past 30 days?	0 Occasions	44,679	99.5
	1-2 Occasions	142	0.3
	3-5 Occasions	30	0.1
	6-9 Occasions	19	0.0
	10-19 Occasions	5	0.0
	20-39 Occasions	0	0
	40+ Occasions	8	0.0
74. used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone) in your lifetime?	0 Occasions	42,863	98.8
	1-2 Occasions	317	0.7
	3-5 Occasions	74	0.2
	6-9 Occasions	42	0.1
	10-19 Occasions	12	0.0
	20-39 Occasions	18	0.0
	40+ Occasions	49	0.1
75. used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone) during the past 30 days?	0 Occasions	43,143	99.6
	1-2 Occasions	82	0.2
	3-5 Occasions	31	0.1
	6-9 Occasions	13	0.0
	10-19 Occasions	6	0.0
	20-39 Occasions	5	0.0
	40+ Occasions	18	0.0
76. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None	41,534	93.1
	Once	1,326	3.0
	Twice	897	2.0
	3-5 times	570	1.3
	6-9 times	127	0.3
	10 or more times	135	0.3

Question	Response	#	%
77. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	42,355	95.5
	Once or Twice	1,263	2.8
	Once in a while but not regularly	349	0.8
	Regularly in the past	176	0.4
	Regularly now	205	0.5
78. How often have you taken smokeless tobacco during the past 30 days?	Never	43,989	98.5
	Once or Twice	427	1.0
	Once or twice per week	57	0.1
	Three to five times per week	53	0.1
	About once a day	51	0.1
79. Have you ever smoked cigarettes?	More than once a day	103	0.2
	Never	38,543	86.4
	Once or Twice	3,360	7.5
	Once in a while but not regularly	1,330	3.0
	Regularly in the past	771	1.7
80. How frequently have you smoked cigarettes during the past 30 days?	Regularly now	590	1.3
	Not at all	43,018	96.1
	Less than 1 cigarette per day	956	2.1
	One to five cigarettes per day	494	1.1
	About one-half pack per day	160	0.4
	About one pack per day	60	0.1
	About one and one-half packs per day	29	0.1
81. How wrong would most adults in your neighborhood think it is for kids your age:	Two or more packs per day	25	0.1
	a. to use marijuana?		
	Very wrong	38,757	87.3
	Wrong	4,068	9.2
	A little bit wrong	1,068	2.4
	Not wrong at all	488	1.1

Question	Response	#	%
b. to drink alcohol?	Very wrong	33,536	75.7
	Wrong	7,080	16.0
	A little bit wrong	2,854	6.4
	Not wrong at all	861	1.9
c. to smoke cigarettes?	Very wrong	35,396	79.9
	Wrong	6,174	13.9
	A little bit wrong	1,980	4.5
	Not wrong at all	769	1.7
82. If I had to move, I would miss the neighborhood I now live in.	NO!	4,191	9.5
	no	6,498	14.7
	yes	13,733	31.1
	YES!	19,798	44.8
83. My neighbors notice when I am doing a good job and let me know about it.	NO!	11,678	26.3
	no	13,793	31.0
	yes	13,094	29.5
	YES!	5,879	13.2
84. I like my neighborhood.	NO!	3,412	7.7
	no	4,930	11.2
	yes	17,991	40.8
	YES!	17,810	40.3
85. There are lots of adults in my neighborhood I could talk to about something important.	NO!	8,499	19.2
	no	10,724	24.3
	yes	13,873	31.4
	YES!	11,115	25.1
86. I'd like to get out of my neighborhood.	NO!	18,294	41.5
	no	15,507	35.2
	yes	6,558	14.9
	YES!	3,698	8.4
87. There are people in my neighborhood who are proud of me when I do something well.	NO!	7,071	15.9
	no	9,815	22.1
	yes	18,190	41.0
	YES!	9,294	20.9

Question	Response	#	%
88. There are people in my neighborhood who encourage me to do my best.	NO!	6,659	15.0
	no	8,513	19.2
	yes	17,353	39.1
	YES!	11,869	26.7
89. I feel safe in my neighborhood.	NO!	1,910	4.3
	no	3,394	7.7
	yes	18,625	42.3
	YES!	20,128	45.7
90. Which of the following activities for people your age are available in your community?			
a. sports teams	No	3,649	8.4
	Yes	40,034	91.6
b. scouting	No	4,872	11.2
	Yes	38,554	88.8
c. boys and girls clubs	No	13,847	32.3
	Yes	28,986	67.7
d. 4-H clubs	No	21,095	50.8
	Yes	20,470	49.3
e. service clubs	No	12,888	30.3
	Yes	29,689	69.7
91. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	4,127	9.4
	no	15,050	34.4
	yes	15,066	34.5
	YES!	9,471	21.7
92. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	NO!	5,841	13.4
	no	18,123	41.5
	yes	12,459	28.5
	YES!	7,258	16.6
93. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	3,313	7.6
	no	11,204	25.7
	yes	15,944	36.5
	YES!	13,208	30.2

Question	Response	#	%
94. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	18,366	42.1
	Sort of hard	8,392	19.3
	Sort of easy	8,118	18.6
	Very easy	8,698	20.0
95. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	17,107	39.3
	Sort of hard	7,347	16.9
	Sort of easy	8,481	19.5
	Very easy	10,552	24.3
96. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	28,214	64.9
	Sort of hard	8,060	18.5
	Sort of easy	4,438	10.2
	Very easy	2,751	6.3
97. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	24,674	56.8
	Sort of hard	8,754	20.1
	Sort of easy	5,138	11.8
	Very easy	4,903	11.3
98. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	24,803	57.1
	Sort of hard	5,501	12.7
	Sort of easy	5,344	12.3
	Very easy	7,793	17.9
99. How wrong do your parents feel it would be for you to:			
	a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?		
	Very wrong	36,776	84.3
	Wrong	4,192	9.6
	A little bit wrong	2,193	5.0
	Not wrong at all	458	1.1
	b. smoke cigarettes?		
	Very wrong	40,304	92.3
	Wrong	2,445	5.6
	A little bit wrong	686	1.6
	Not wrong at all	247	0.6
	c. smoke marijuana?		
	Very wrong	41,064	94.6
	Wrong	1,560	3.6
	A little bit wrong	510	1.2
	Not wrong at all	258	0.6

Question	Response	#	%
d. steal something worth more than \$5?	Very wrong	37,844	87.7
	Wrong	4,433	10.3
	A little bit wrong	699	1.6
	Not wrong at all	190	0.4
e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very wrong	37,664	87.1
	Wrong	4,255	9.8
	A little bit wrong	1,020	2.4
	Not wrong at all	320	0.7
f. pick a fight with someone?	Very wrong	28,536	66.0
	Wrong	10,036	23.2
	A little bit wrong	4,035	9.3
	Not wrong at all	626	1.5
g. gamble for money or possessions?	Very wrong	29,691	71.8
	Wrong	6,600	16.0
	A little bit wrong	3,510	8.5
	Not wrong at all	1,556	3.8
100. Have any of your brothers or sisters ever:			
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	29,137	67.1
	Yes	13,378	30.8
	No brothers/sisters	902	2.1
b. smoked marijuana?	No	35,647	82.0
	Yes	6,949	16.0
	No brothers/sisters	890	2.0
c. smoked cigarettes?	No	33,654	77.5
	Yes	8,867	20.4
	No brothers/sisters	902	2.1
d. taken a handgun to school?	No	41,696	97.0
	Yes	407	0.9
	No brothers/sisters	875	2.0

Question	Response	#	%
e. been suspended or expelled from school?	No	31,812	73.2
	Yes	10,747	24.7
	No brothers/sisters	901	2.1
101. The rules in my family are clear.	NO!	639	1.5
	no	2,962	6.8
	yes	16,807	38.4
	YES!	23,336	53.3
102. People in my family often insult or yell at each other.	NO!	8,194	18.8
	no	19,004	43.7
	yes	12,120	27.9
	YES!	4,196	9.6
103. When I am not at home, one of my parents knows where I am and who I am with.	NO!	927	2.1
	no	3,249	7.5
	yes	17,361	39.8
	YES!	22,074	50.6
104. We argue about the same things in my family over and over.	NO!	8,208	18.9
	no	17,259	39.7
	yes	13,277	30.5
	YES!	4,768	11.0
105. If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	3,145	7.2
	no	8,940	20.5
	yes	10,067	23.1
	YES!	21,386	49.1
106. My family has clear rules about alcohol and drug use.	NO!	864	2.0
	no	2,495	5.7
	yes	9,248	21.3
	YES!	30,902	71.0
107. My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	NO!	1,429	3.5
	no	4,306	10.4
	yes	7,921	19.2
	YES!	27,701	67.0

Question	Response	#	%
108. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	1,702	3.9
	no	4,785	11.0
	yes	10,903	25.2
	YES!	25,937	59.9
109. If you skipped school would you be caught by your parents?	NO!	2,636	6.1
	no	8,485	19.6
	yes	12,036	27.8
	YES!	20,191	46.6
110. Do you feel very close to your mother?	NO!	1,858	4.3
	no	3,500	8.1
	yes	11,870	27.6
	YES!	25,788	60.0
111. Do you share your thoughts and feelings with your mother?	NO!	3,104	7.2
	no	7,754	18.0
	yes	14,634	34.0
	YES!	17,503	40.7
112. My parents ask me what I think before most family decisions affecting me are made.	NO!	3,359	7.8
	no	8,454	19.6
	yes	18,050	41.8
	YES!	13,340	30.9
113. Do you share your thoughts and feelings with your father?	NO!	6,078	14.2
	no	10,147	23.6
	yes	14,537	33.9
	YES!	12,147	28.3
114. Do you enjoy spending time with your mother?	NO!	1,464	3.4
	no	2,956	6.9
	yes	15,534	36.2
	YES!	23,006	53.6
115. Do you enjoy spending time with your father?	NO!	2,979	7.0
	no	3,417	8.0
	yes	15,061	35.2
	YES!	21,371	49.9

Question	Response	#	%
116. If I had a personal problem, I could ask my mom or dad for help.	NO!	2,111	4.9
	no	3,720	8.6
	yes	13,281	30.8
	YES!	24,058	55.7
117. Do you feel very close with your father?	NO!	3,907	9.1
	no	5,848	13.7
	yes	13,432	31.4
	YES!	19,559	45.8
118. My parents give me lots of chances to do fun things with them.	NO!	1,687	3.9
	no	6,914	16.1
	yes	16,504	38.4
	YES!	17,843	41.5
119. My parents ask if I've gotten my homework done.	NO!	1,719	4.0
	no	5,054	11.8
	yes	14,273	33.2
	YES!	21,889	51.0
120. People in my family have serious arguments.	NO!	11,167	26.0
	no	19,799	46.2
	yes	8,183	19.1
	YES!	3,750	8.7
121. Would your parents know if you did not come home on time?	NO!	1,262	2.9
	no	4,884	11.4
	yes	15,460	36.0
	YES!	21,360	49.7
122. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	1,090	2.5
	no	2,996	7.0
	yes	14,910	34.8
	YES!	23,839	55.7
123. My parents notice when I am doing a good job and let me know about it.	Never or Almost Never	2,073	4.9
	Sometimes	9,209	21.6
	Often	14,736	34.5
	All the time	16,671	39.1

Question	Response	#	%
124. How often do your parents tell you they're proud of you for something you've done?	Never or Almost Never	2,512	5.9
	Sometimes	9,331	21.8
	Often	14,550	34.0
	All the time	16,348	38.3
125. During a typical week, how many times do all or most of your family that live in your home eat dinner together?	0	2,504	6.1
	1	3,283	8.0
	2	3,512	8.5
	3	4,135	10.0
	4	4,832	11.7
	5	6,492	15.8
	6	6,013	14.6
126. During the past 12 months, have you talked with at least once of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians - whether or not they live with you. (Choose all that apply)	7	10,448	25.3
	No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use.	15,317	36.7
	Yes, I talked with my parents about the dangers of tobacco, alcohol, or drug use.	17,028	40.8
	Yes, I talked with my parents about the dangers of alcohol use.	16,791	40.3
127. About how many adults (over 21) have you known personally who in the past year have:	Yes, I talked with my parents about the dangers of drug use.	22,144	53.1
	a. used marijuana, crack, cocaine, or other drugs?		
	0 adults	28,003	66.0
	1 adult	6,535	15.4
b. sold or dealt drugs?	2 adults	3,625	8.5
	3-4 adults	2,319	5.5
	5+ adults	1,936	4.6
	0 adults	34,527	81.6
	1 adult	4,077	9.6
	2 adults	1,908	4.5
	3-4 adults	959	2.3
	5+ adults	841	2.0

Question	Response	#	%
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?	0 adults	30,617	72.3
	1 adult	5,866	13.9
	2 adults	2,716	6.4
	3-4 adults	1,493	3.5
	5+ adults	1,639	3.9
d. gotten drunk or high?	0 adults	20,443	48.3
	1 adult	7,877	18.6
	2 adults	4,496	10.6
	3-4 adults	3,667	8.7
	5+ adults	5,879	13.9
128. In the past 12 months, have you spent more time using alcohol than you intended?	No	11,709	28.8
	Yes	1,972	4.9
	Don't Use	26,951	66.3
In the past 12 months, have you spent more time using drugs than you intended?	No	8,951	23.1
	Yes	1,163	3.0
	Don't Use	28,641	73.9
129. In the past 12 months, have you neglected some of your responsibilities because of using alcohol?	No	12,418	30.7
	Yes	1,153	2.8
	Don't Use	26,901	66.5
In the past 12 months, have you neglected some of your responsibilities because of using drugs?	No	9,289	24.0
	Yes	877	2.3
	Don't Use	28,461	73.7
130. In the past 12 months, have you wanted to cut down on using alcohol?	No	10,125	25.1
	Yes	1,945	4.8
	Don't Use	28,243	70.1
In the past 12 months, have you wanted to cut down on using drugs?	No	7,423	19.3
	Yes	1,420	3.7
	Don't Use	29,695	77.1
131. In the past 12 months, has anyone objected to your alcohol use?	No	10,455	26.0
	Yes	2,178	5.4
	Don't Use	27,540	68.6

Question	Response	#	%
In the past 12 months, has anyone objected to your drug use?	No	7,808	20.4
	Yes	1,510	3.9
	Don't Use	29,029	75.7
132. In the past 12 months, did you frequently find yourself thinking about using alcohol?	No	11,238	28.0
	Yes	3,552	8.9
	Don't Use	25,332	63.1
In the past 12 months, did you frequently find yourself thinking about using drugs?	No	9,147	23.8
	Yes	2,174	5.7
	Don't Use	27,046	70.5
133. In the past 12 months, did you use alcohol to relieve feelings such as sadness, anger, or boredom?	No	10,538	26.2
	Yes	2,916	7.3
	Don't Use	26,773	66.6
In the past 12 months, did you use drugs to relieve feelings such as sadness, anger, or boredom?	No	8,334	21.7
	Yes	1,748	4.5
	Don't Use	28,373	73.8
134. Is there an adult in your life such as a parent, relative, teacher, or neighbor, who you:			
	a. feel very close to		
	NO!	1,027	2.6
	no	2,373	5.9
	yes	11,187	28.0
	YES!	25,405	63.5
b. share your thoughts and feelings with	NO!	1,514	3.8
	no	4,904	12.3
	yes	13,100	32.8
	YES!	20,405	51.1
c. enjoy spending time with	NO!	762	1.9
	no	1,543	3.9
	yes	12,837	32.2
	YES!	24,781	62.1

Question	Response	#	%
d. could ask for help if you had a problem	NO!	1,010	2.5
	no	1,991	5.0
	yes	12,760	32.0
	YES!	24,174	60.5
135. During the past year (12 months), how often have you talked with at least once of your parents about the rules and expectations of NO tobacco, alcohol, or drug use?			
a. Talked about NO tobacco use.	At least once a month	9,813	24.8
	Every 2 to 3 months	4,167	10.5
	Every 4 to 6 months	2,486	6.3
	A few times in the past year	8,384	21.2
	Talked, but not in the past year	7,865	19.8
	Never	6,926	17.5
b. Talked about NO Alcohol Use	At least once a month	9,696	24.5
	Every 2 to 3 months	4,162	10.5
	Every 4 to 6 months	2,692	6.8
	A few times in the past year	8,690	22.0
	Talked, but not in the past year	7,631	19.3
	Never	6,643	16.8
c. Talked about NO Drug use	At least once a month	10,255	25.9
	Every 2 to 3 months	4,112	10.4
	Every 4 to 6 months	2,660	6.7
	A few times in the past year	8,661	21.9
	Talked, but not in the past year	7,447	18.8
	Never	6,394	16.2
136. Has anyone in your family ever had severe alcohol or drug problems?	No	28,095	67.4
	Yes	13,562	32.6
137. My teacher(s) maintain good discipline in the classroom	Strongly Agree	8,317	20.9
	Agree	26,450	66.5
	Disagree	4,080	10.3
	Strongly Agree	921	2.3

Question	Response	#	%
138. My principal and assistant principal maintain good discipline at my school.	Strongly Agree	10,521	26.4
	Agree	23,324	58.5
	Disagree	4,466	11.2
	Strongly Agree	1,576	4.0
139. During the past 30 days, on how many days did you NOT go to school because you felt you would be unsafe at school or on your way to school?	0 days	37,135	92.7
	1 day	1,599	4.0
	2 or 3 days	778	1.9
	4 or 5 days	218	0.5
	6 or more days	325	0.8
140. During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 days	29,928	75.8
	1 day	3,695	9.4
	2 or 3 days	2,774	7.0
	4 or 5 days	931	2.4
	6 or more days	2,147	5.4
141. How honest were you in filling out this survey?	I was very honest	36,540	87.4
	I was honest pretty much of the time	4,521	10.8
	I was honest some of the time	565	1.4
	I was honest once in a while	176	0.4

Appendix D: Item Dictionary for the 2007 Utah PNA Survey

Item Dictionary for the 2007 Prevention Needs Assessment Survey

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
DEMOGRAPHICS		
What is your Zip Code?	With Heading	Zip Code
Are you:	Female Male	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3
Are you Hispanic or Latino?	No Yes	4
What is your race? (Select one or more)	Asian, Hawaiian or other Pacific Islander, American Indian, Alaska Native, Black, or African American, White	5
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	6
What is the highest level of schooling completed by the person you live with most of the time?	See questionnaire for complete list of school completion categories	7
COMMUNITY: Low neighborhood Attachment		
If I had to move, I would miss the neighborhood I now live in.	same as above	82
I like my neighborhood.	same as above	84
I'd like to get out of my neighborhood.	NO!, no, yes, YES!	86
COMMUNITY: Community Disorganization		
I feel safe in my neighborhood.	same as above	89
COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it was for kids your age :</i>		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	81a
to drink alcohol.	same as above	81b
to smoke cigarettes.	same as above	81c
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	91
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	92
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	93
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	94
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	95
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	96
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	98

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	97
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	85
<i>Which of the following activities for people your age are available in your community?</i>		
sports teams.	No, Yes	90a
scouting.	same as above	90b
boys and girls clubs.	same as above	90c
4-H clubs.	same as above	90d
service clubs.	same as above	90e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	83
There are people in my neighborhood who are proud of me when I do something well.	same as above	87
There are people in my neighborhood who encourage me to do my best.	same as above	88
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	119
Would your parents know if you did not come home on time?	same as above	121
When I am not at home, one of my parents knows where I am and who I am with.	same as above	103
The rules in my family are clear	same as above	101
My family has clear rules about alcohol and drug use.	same as above	106
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	105
If you skipped school would you be caught by your parents?	same as above	109
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	108
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	102
We argue about the same things in my family over and over.	same as above	104
People in my family have serious arguments.	same as above	120
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	136
<i>Have any of your brothers or sisters ever:</i>		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	100a
smoked marijuana?	same as above	100b
smoked cigarettes?	same as above	100c
taken a handgun to school?	same as above	100d
been suspended or expelled from school?	same as above	100e

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
<i>About how many adults have you known personally who in the past year have :</i>		
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	127a
sold or dealt drugs?	same as above	127b
done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	127c
gotten drunk or high?	same as above	127d
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for YOU to:</i>		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	99a
smoke cigarettes?	same as above	99b
smoke marijuana?	same as above	99c
FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	99d
draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?	same as above	99e
pick a fight with someone?	same as above	99f
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	110
Do you share your thoughts and feeling with your mother?	same as above	111
Do you share your thoughts and feeling with your father?	same as above	113
Do you feel very close to your father?	same as above	117
FAMILY: Opportunities for Prosocial Involvement		
My parents ask me what I think before most family decisions affecting me are made.	same as above	112
If I had a personal problem, I could ask my mom or dad for help.	same as above	116
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	118
FAMILY: Rewards for Prosocial Involvement		
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	114
Do you enjoy spending time with your father?	same as above	115
My parents notice when I am doing a good job, and let me know about it.	Never or almost never, Sometimes, Often, All the time	123
How often do your parents tell you they're proud of you for something you've done?	same as above	124
SCHOOL: Academic Failure		
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	16
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	20
SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	19
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	21

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	22
<i>Now, thinking back over the past year in school, how often did you...</i>		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	18a
hate being in school?	same as above	18b
try to do your best work in school?	same as above	18c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"	None, 1, 2, 3, 4-5, 6-10, 11 or more	23
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lots of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	8
Teachers ask me to work on special classroom projects.	same as above	9
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	11
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	12
I have lots of chances to be part of class discussions or activities.	same as above	17
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	10
I feel safe at my school.	same as above	13
The school lets my parents know when I have done something well.	same as above	14
My teacher(s) praise me when I work hard in school.	same as above	15
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	37
I like to see how much I can get away with.	same as above	38
I ignore the rules that get in my way.	same as above	39
PEER-INDIVIDUALS: Early Initiation of Drug Use		
<i>How old were you when you first:</i>		
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26a
smoked a cigarette, even just a puff?	same as above	26b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	26c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	26d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
got suspended from school?	same as above	26g
got arrested?	same as above	26h
carried a handgun?	same as above	26i
attacked someone with the idea of seriously hurting them?	same as above	26j

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
<i>How wrong do you think it is for someone your age to...</i>		
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27a
steal anything worth more than \$5?	same as above	27b
pick a fight with someone?	same as above	27c
attack someone with the idea of seriously hurting them?	same as above	27d
stay away from school all day when their parents think they are at school?	same as above	27e
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
<i>How wrong do you think it is for someone your age to:</i>		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	27f
smoke cigarettes?	same as above	27g
smoke marijuana?	same as above	27h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	27i
PEER-INDIVIDUALS: Intentions to Use		
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM</i>		
I will smoke cigarettes.	NO!, no, yes, YES!	47a
I will drink beer, wine, or liquor.	same as above	47b
I will smoke marijuana.	same as above	47c
PEER-INDIVIDUALS: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	48a
Try marijuana once or twice?	same as above	48b
Smoke marijuana regularly?	same as above	48c
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	48d
PEER-INDIVIDUALS: Interaction with Antisocial Peers		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
been suspended from school?	None, 1, 2, 3, 4	24h
carried a handgun?	same as above	24j
sold illegal drugs?	same as above	24k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	24m
been arrested?	same as above	24n
dropped out of school?	same as above	24o
PEER-INDIVIDUALS: Friends' Use of Drugs		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
smoked cigarettes?	0, 1, 2, 3, 4	24b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	24c
used marijuana?	same as above	24e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	24g

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
PEER-INDIVIDUALS: Rewards for Antisocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	25a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25c
smoked marijuana?	same as above	25e
carried a handgun?	same as above	25f
PEER-INDIVIDUALS: Gang Involvement		
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	30
PEER-INDIVIDUALS: Depressive Symptoms		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	41
At times I think I am no good at all.	same as above	42
All in all, I am inclined to think that I am a failure.	same as above	43
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	44
PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	35
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	46
I think sometimes it's okay to cheat at school.	same as above	40
It is all right to beat up people if they start the fight.	same as above	45
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	122
PEER-INDIVIDUALS: Prosocial Involvement		
<i>How many times in the past year (12 months) have you...</i>		
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29e
done extra work on your own for school?	Same as above	29g
volunteered to do community service?	Same as above	29j
PEER-INDIVIDUALS: Rewards for Prosocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
worked hard in school?	Very good change, Pretty good chance, Some chance, Little chance, No or very little chance	25b
defended someone who was being verbally abused at school?	Same as above	25d
regularly volunteered to do community service?	Same as above	25g
PEER-INDIVIDUALS: Interaction with Prosocial Peers		
<i>Think of your <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	24a
made the commitment to stay drug-free?	Same as above	24d

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
tried to do well in school?	Same as above	24f
liked school?	Same as above	24i
regularly attended religious services?	Same as above	24l
PEER-INDIVIDUALS: Bonding With An Adult		
<i>Is there an adult in your life, such as a parent, relative, teacher or neighbor, who you:</i>		
a. feel very close to	NO!; no; yes; YES!	134a
b. shared your thoughts and feelings with	same as above	134b
c. enjoy spending time with	same as above	134c
d. could ask for help if you had a problem	same as above	134d
PEER-INDIVIDUALS: Student Perception Of Substance Use		
<i>Now think about all the students in your grade at your school. How many of them do you think...</i>		
a. smoke one or more cigarettes a day?	None (0%); Few (1-10%); Some (11-30%); Half or less (31-50%); Half or more (51-70%); Most (71-90%); Almost All (91-100%)	28a
b. drank alcohol sometime in the past month?	same as above	28b
c. used marijuana sometime in the past month?	same as above	28c
d. use an illegal drug in the past month (not including marijuana)?	same as above	28d
DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	77
How frequently have use used smokeless tobacco during the past 30 days?	Never; Once or twice; Once or twice per week; Three to five times per week; About once a day; More than once a day	78
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	79
How frequently have you smoked cigarettes during the past 30 days?	Not at all; Less than one cigarette per day; One to five cigarettes per day; About one-half pack per day; About one pack per day; About one and one-half packs per day; Two packs or more per day	80
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	49
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	50
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	76
On how many occasions (if any) have you been drunk or very high from drinking alcoholic beverages during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	51
On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil) in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	52
On how many occasions (if any) have you used marijuana (grass, pot) or hashish (hash, hash oil)during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+ above	53
On how many occasions (if any) have you used LSD or other hallucinogens in your lifetime?	same as above	54

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
On how many occasions (if any) have you used LSD or other hallucinogens during the past 30 days?	same as above	55
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	56
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	same as above	57
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	same as above	58
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	59
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	60
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	61
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	same as above	62
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?	same as above	63
On how many occasions (if any) have you used stimulants, other than Methamphetamines (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, in your lifetime?	same as above	64
On how many occasions (if any) have you used stimulants, other than methamphetamines (amphetamines, meth, crystal, Ritalin, Dexedrine) without a doctor telling you to take them, during the past 30 days?	same as above	65
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	66
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	same as above	67
On how many occasions (if any) have you used heroin or other opiates in your lifetime?	same as above	68
On how many occasions (if any) have you used heroin or other opiates in the past 30 days?	same as above	69
On how many occasions (if any) have you used narcotic prescription drugs (OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, in your lifetime	same as above	70
On how many occasions (if any) have you used narcotic prescription drugs (OxyContin, methadone, morphine, codine, Demerol, Vicodin, Percocet) without a doctor telling you to take them, in the past 30 days	same as above	71
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	72

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	73
On how many occasions (if any) have you used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise, or Depotesterone) in your lifetime?	same as above	74
On how many occasions (if any) have you used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise, or Depotesterone) in the past 30 days?	same as above	75
OUTCOME: Antisocial Behavior		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29a
carried a handgun?	same as above	29b
sold illegal drugs?	same as above	29c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	29d
been arrested?	same as above	29f
attacked someone with the idea of seriously hurting them?	same as above	29h
been or high at school	same as above	29i
Taken a handgun to school	same as above	29k
OUTCOME: Need For Treatment		
In the past 12 months, have you spent more time using alcohol or drugs than you intended?	a. For alcohol: No; Yes	128a
	b. For drugs: No; Yes	128b
In the past 12 months, have you neglected some of your usual responsibilities because of using alcohol and drugs?	a. For alcohol: No; Yes	129a
	b. For drugs: No; Yes	129b
In the past 12 months, have you wanted to cut down on your alcohol or drug use?	a. For alcohol: No; Yes	130a
	b. For drugs: No; Yes	130b
In the past 12 months, has anyone objected to your alcohol or drug use?	a. For alcohol: No; Yes	131a
	b. For drugs: No; Yes	131b
In the past 12 months, did you frequently find yourself thinking about using alcohol or drugs?	a. For alcohol: No; Yes	132a
	b. For drugs: No; Yes	132b
In the past 12 months, did you use alcohol or drugs to relieve feelings such as sadness, anger, or boredom?	a. For alcohol: No; Yes	133a
	b. For drugs: No; Yes	133b
OUTCOME: Gambling		
<i>During the past 12 months, how often have you:</i>		
Gambled at a casino?	Never; Before, but not in the past year; A few times in the past year; Once or twice a month; Once or twice a week; Almost every day	131a
Played the lottery or scratch-off tickets?	Same as above	31b
Bet on team sports?	Same as above	31c
Played cards for money?	Same as above	31d
Bet money on horse races?	Same as above	31e
Played bingo for money or prizes?	Same as above	31f

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2007
Gambled on the Internet?	Same as above	31g
Bet on dice games such as craps?	Same as above	31h
Bet on games of personal skill such as pool, darts, or bowling?	Same as above	31i
Bet on video poker	Same as above	31j
ADDITIONAL QUESTIONS		
<i>How old were you when you first:</i>		
Used phenoxydine (pox, px, breeze)?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	26e
Sniffing glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	same as above	26f
What is your religious preference (choose the religion with which you identify the most)?	Catholic; Jewish; LDS (Mormon); Protestant; Other; No Preference	36
My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.	NO! no yes YES!	107
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
have five or more drinks once or twice each weekend?	No Risk, Slight Risk, Moderate Risk, Great Risk	48e
During the past 12 months, how often do you recall hearing, reading, or watching an advertisement about the prevention of substance use?	Never; Before, but not in the past year; A few times in the past year; Once or twice a month; Once or twice a week; Almost every day	32
During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times	33
During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times	34
During a typical week, how many times do all or most of your family that live in your home eat dinner together?	1,2,3,4,5,6,7	125
During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians – whether or not they live with you.	No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use; Yes, I talked with my parents about the dangers of tobacco use; Yes, I talked with my parents about the dangers of alcohol use; Yes, I talked with my parents about the dangers of Drug use.	126
<i>During the past year (12 months), how often have you talked with at least one of your parents about the rules and expectations of NO tobacco, alcohol,</i>		
Talked about NO Tobacco use	NO!, no yes YES!	135a
Talked about NO Alcohol use	NO!, no yes YES!	135b
Talked about NO Drug use	NO!, no yes YES!	135c
My teachers(s) maintain good discipline in the classroom.	Strongly Agree, Agree, Disagree, Strongly Disagree	137
My Principal and assistant principal maintain good discipline at my school.	Strongly Agree, Agree, Disagree, Strongly Disagree	138
During the past 30 days, on how many days did you NOT go to school because you felt you would be unsafe at school or on the way to school?	0 days, 1 day, 2-3 days, 4-5 days, 6 or more days	139
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?	0 days, 1 day, 2-3 days, 4-5 days, 6 or more days	140
FINAL QUESTION		
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	141

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts for All Utah Youth, and Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 22 risk factor scales and 12 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey and three factors (Transitions and Mobility, Community Disorganization, and Social Skills) were removed from the survey in 2007. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

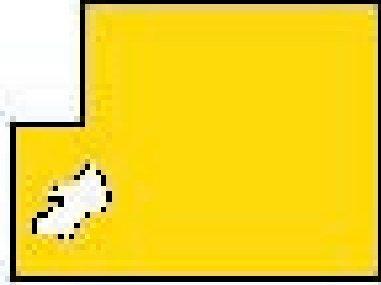
In order to make the results of the 2007 Survey more usable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Utah and specific areas of the state. Also, each report presents data from the 2003 and 2005 surveys, allowing the state, regions, and participating school districts to identify changing rates over time. Profiles have been prepared for counties, regions, and school districts.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison L.L.C. to help disseminate the results of the survey to a wider range of readers. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the state and regional levels (and school district and school levels when appropriate extra surveying was completed). This Appendix contains an example of a complete profile report (grades 6, 8, 10, and 12) and charts for Utah males compared to females. Briefly, the report contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 6, 8, 10, and 12; risk and protective factor charts for the four grades; school safety charts for the four grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a base line that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations; communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

For more information on the Utah Prevention Needs Assessment Student Survey, how to conduct a student survey in your community, the risk and protective factor model of prevention, resource allocation, prevention's best practices, and program evaluation, contact Brenda Ahlemann at the Division of Substance Abuse and Mental Health at (801) 538-9868.



Student Health And Risk Prevention



2007 SHARP Survey Prevention Needs Assessment (PNA) Results

State of Utah Profile Report

State of Utah

Department of
Human Services

Division of Substance
Abuse and Mental
Health

Report Prepared On
10/05/2007 By:

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Introduction

2007 State of Utah Prevention Needs Assessment Survey Report

This report summarizes the findings from the Utah 2007 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to students in grades 6, 8, 10, and 12 in 18 school districts across Utah.

The results for the State of Utah are presented along with comparisons to past years results for State of Utah. The PNA Survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors.

Table 1 contains the characteristics of the students from the State of Utah who completed the survey. Because not all students answer all of the questions, the number of students in the gender and ethnicity categories in Table 1 will often be less than the total

CONTENTS:

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Practical Implications of the PNA

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- Substance Use & Risk for Treatment
- Antisocial Behavior and Gambling
- Risk & Protection Factor Profiles

The Risk and Protection Factor Model of Prevention

Tools for Assessment and Planning

Risk and Protection Factor Scale Definitions

Data Tables

Charts for Presentation

number of students listed in grades 6 through 12.

When using the information in this report, please pay attention to the number of students who participated from your community. If fewer than one of the students participated, the report is a good indicator of the levels of substance use, risk, protection, and antisocial behavior. If fewer than five participated, a review of who participated should be completed prior to generalizing the results to the entire community.

Coordination and administration of the Utah PNA Survey was a collaborative effort of State of Utah, Department of Human Services, Division of Substance Abuse and Mental Health, Office of Education, Department of Health, and Rick Harrison, LLC. For more information about the PNA, or prevention services in Utah, please refer to the *Contents for Assessment* section at the end of this report.

How to Read the Charts

Presented in This Report:

Substance Use and Antisocial Behavior, Gambling, Risk, and Protection

There are four types of charts presented in this report: 1) substance use charts, 2) antisocial behavior and gambling charts, 3) risk factor charts, and 4) protective factor charts. All the charts show the results of the 2007 PNA Survey compared to the 2003 and 2005 results. The actual percentages from the charts are presented in Tables 3 through 10. Table 11 contains information for the Drug Free Communities Report, and Table 12 contains additional data for presentation planning and reporting to state and federal agencies.

Table 1. Characteristics of Participants

Characteristics	Female		Male		Total	
	Count	Percent	Count	Percent	Count	Percent
Grade						
6	304	38	302	38.1	606	38.1
8	302	38	302	38.2	604	38
10	302	38.2	302	38	604	38.1
12	302	38.1	302	37.7	604	37.9
Race						
White	402	49.3	402	49.3	804	49.3
Female	402	49.3	402	49.3	804	49.3
Ethnicity						
White American	20	2.5	20	2.5	40	2.5
Asian American	20	2.5	20	2.5	40	2.5
Hispanic	20	2.5	20	2.5	40	2.5
Black	20	2.5	20	2.5	40	2.5
Asian	20	2.5	20	2.5	40	2.5
Other Ethnicity	20	2.5	20	2.5	40	2.5

How to Read the Charts in this Report (continued)

Substance Use, Antisocial Behavior, and Gambling Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The four sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey), use of **one-half a pack or more of cigarettes per day**, and **need for alcohol, drug, and a combined scale for students that need either alcohol OR drug treatment**. The need for treatment is defined as students who have used alcohol or drugs on ten or more occasions in their lifetime and marked three or more of the following six items related to their past year drug or alcohol use: 1) spent more time using than intended, 2) neglected some of your usual responsibilities because of use, 3) wanted to cut down on use, 4) others objected to your use, 5) frequently thought about using, 6) used alcohol or drugs to relieve feeling such as sadness, anger, or boredom. Students could mark whether these items related to their drug use and/or their alcohol use.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with the eight antisocial behaviors listed in the charts. In the charts, antisocial behavior is abbreviated as ASB.

- **Gambling behavior** charts show the percentage of students who engaged in each of the 10 types of gambling along with the percentage for any gambling behavior during the past year.
- **Dots and Diamonds.** The dots on the charts represent the percentage of all of the youth surveyed across Utah who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey or the 8-State Norm (See page 4, *The 8-State Norm*). A comparison to the state-wide and national results provides additional information for your community in determining the relative importance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at risk and with protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of a youth's life experience that predict whether he/she will engage in problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

The Bars on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the PNA: 2003, 2005, and 2007. By looking at the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

How to Read the Charts in this Report (continued)

The 8-State Norm diamond on the charts allows a comparison between the levels of risk and protection in your community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. In developing the 8-State Norm, the contribution of each of eight states was proportional to its percentage of the national population which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the 8-State database and those from the national Monitoring the Future survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm. Brief definitions of the risk and protective factors scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Youth with High Risk and Protection

Along with the risk and protective factor scales, there is a bar for each chart that shows the percentage of students at high risk for each risk factor chart and the

percentage of students with high protection for each protective factor chart. The percentage of youth at high risk is defined as the percentage of students who have more than a specified number of risk factors operating in their lives. For 6th grade students, it is the percentage of students who have 7 or more risk factors, for 7th and 8th grades it is 8 or more risk factors, and for 9th through 12th grades it is 9 or more risk factors. The percentage of youth with high protection is defined as the percentage of students in 6th grade with 4 or more protective factors and in 7th through 12th grades who have 5 or more protective factors operating in their lives.

Additional Survey Results

Tables 11 and 12 contain information of interest to schools and communities. Table 11 contains information that needs to be reported by communities with Drug Free Communities Grants such as the perception of the risk of ATOD use; perception of parent and peer disapproval of ATOD use; past 30-day use, and average age of first use. Table 12 contains information such as school safety, discipline, and students' perception of other students' ATOD use.

Practical Implications of the PNA

No Child Left Behind

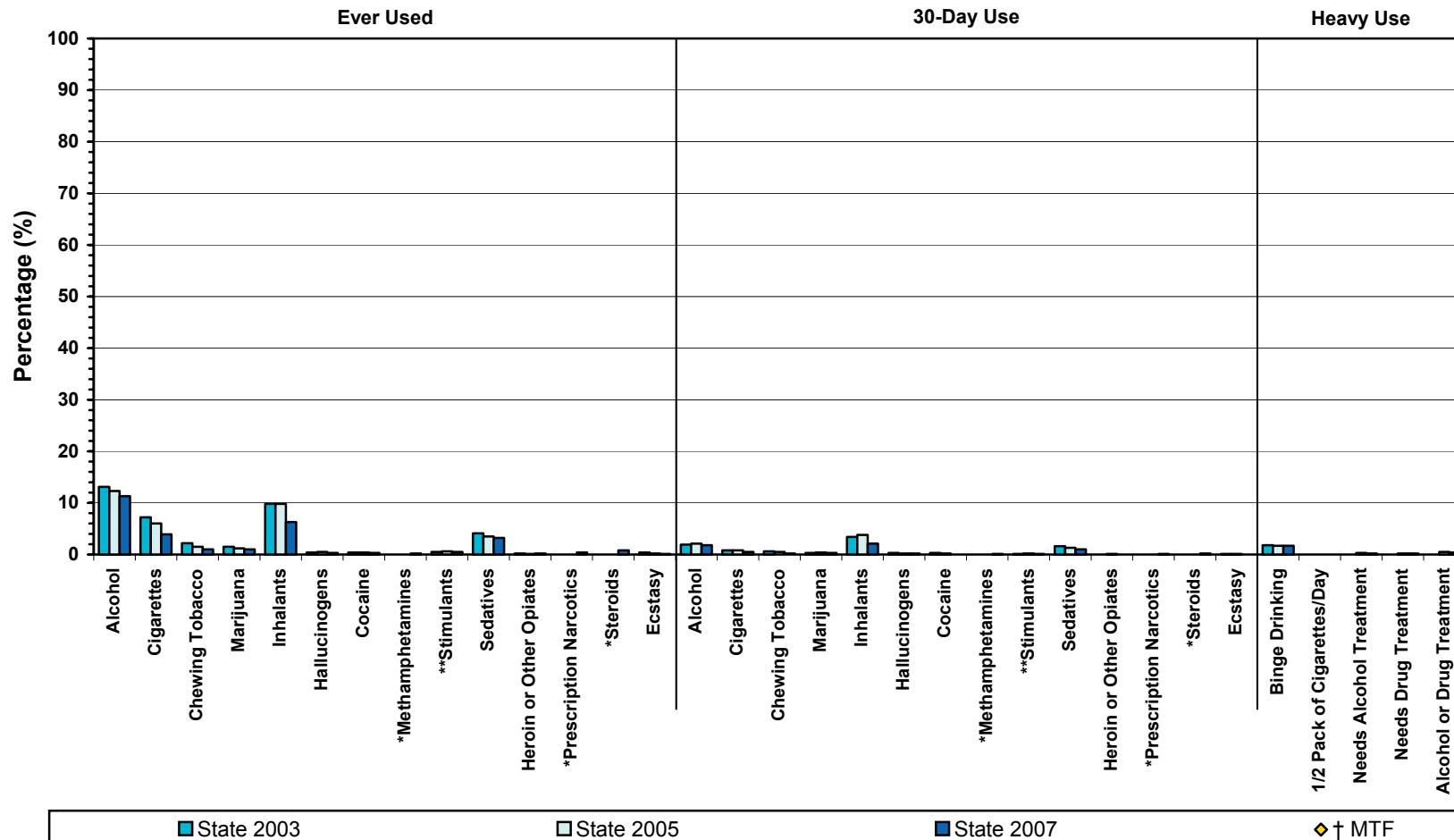
The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the PNA Survey presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2007 State of Utah Student Survey, Grade 6



* Substance categories that were not measured and reported prior to 2007.

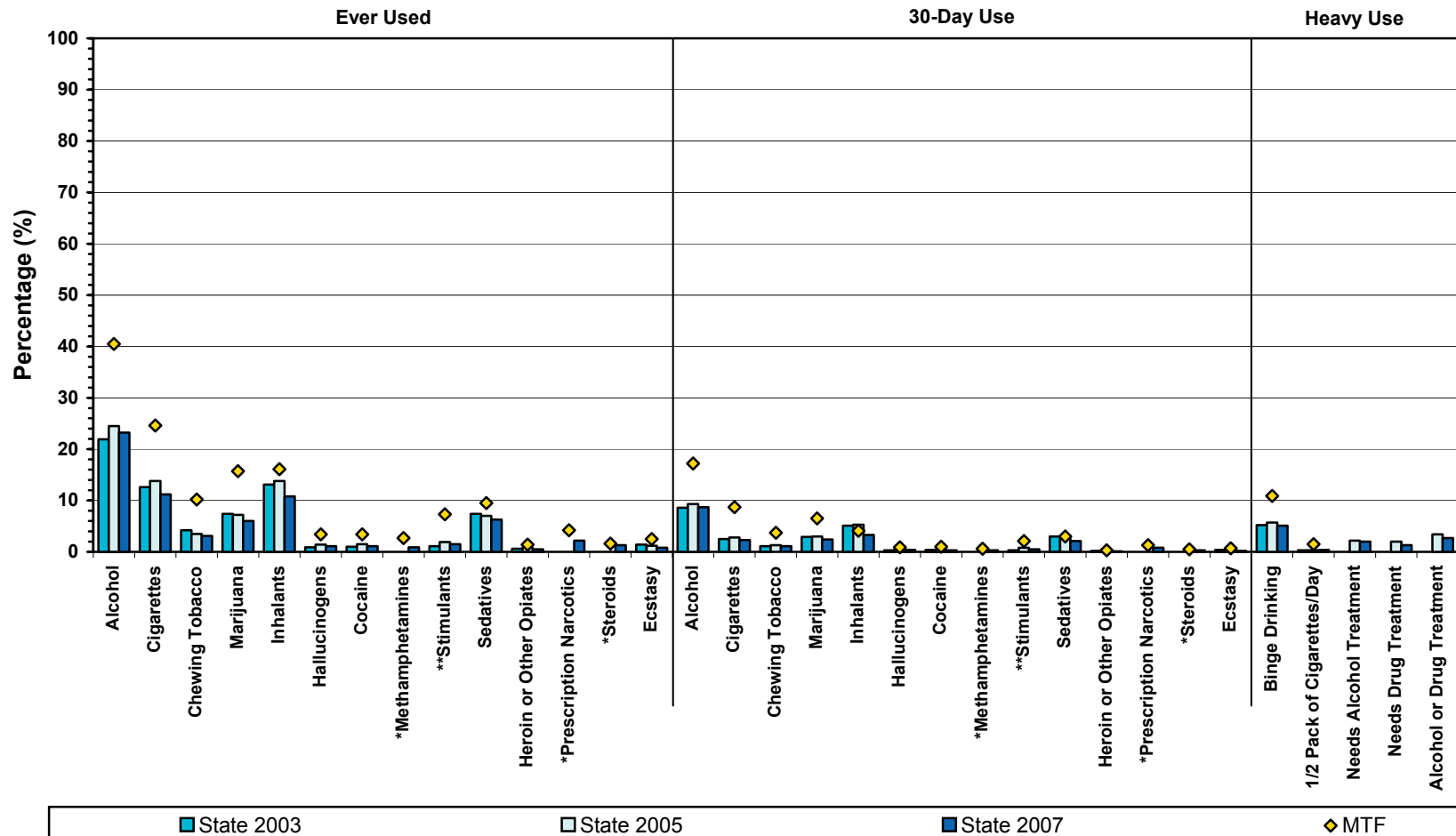
** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

† Monitoring the Future does not survey 6th grade students.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2007 State of Utah Student Survey, Grade 8



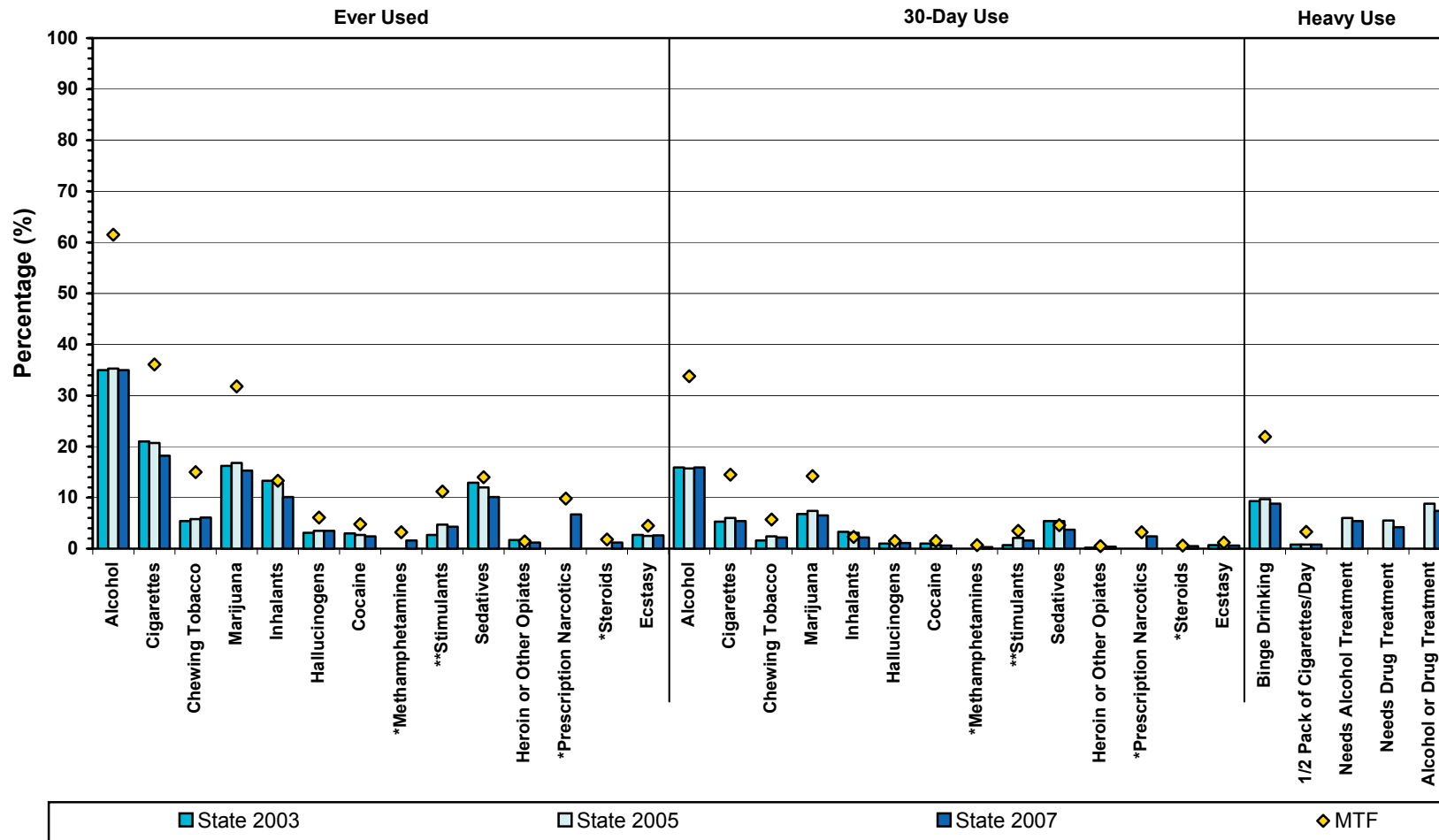
* Substance categories that were not measured and reported prior to 2007.

** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2007 State of Utah Student Survey, Grade 10



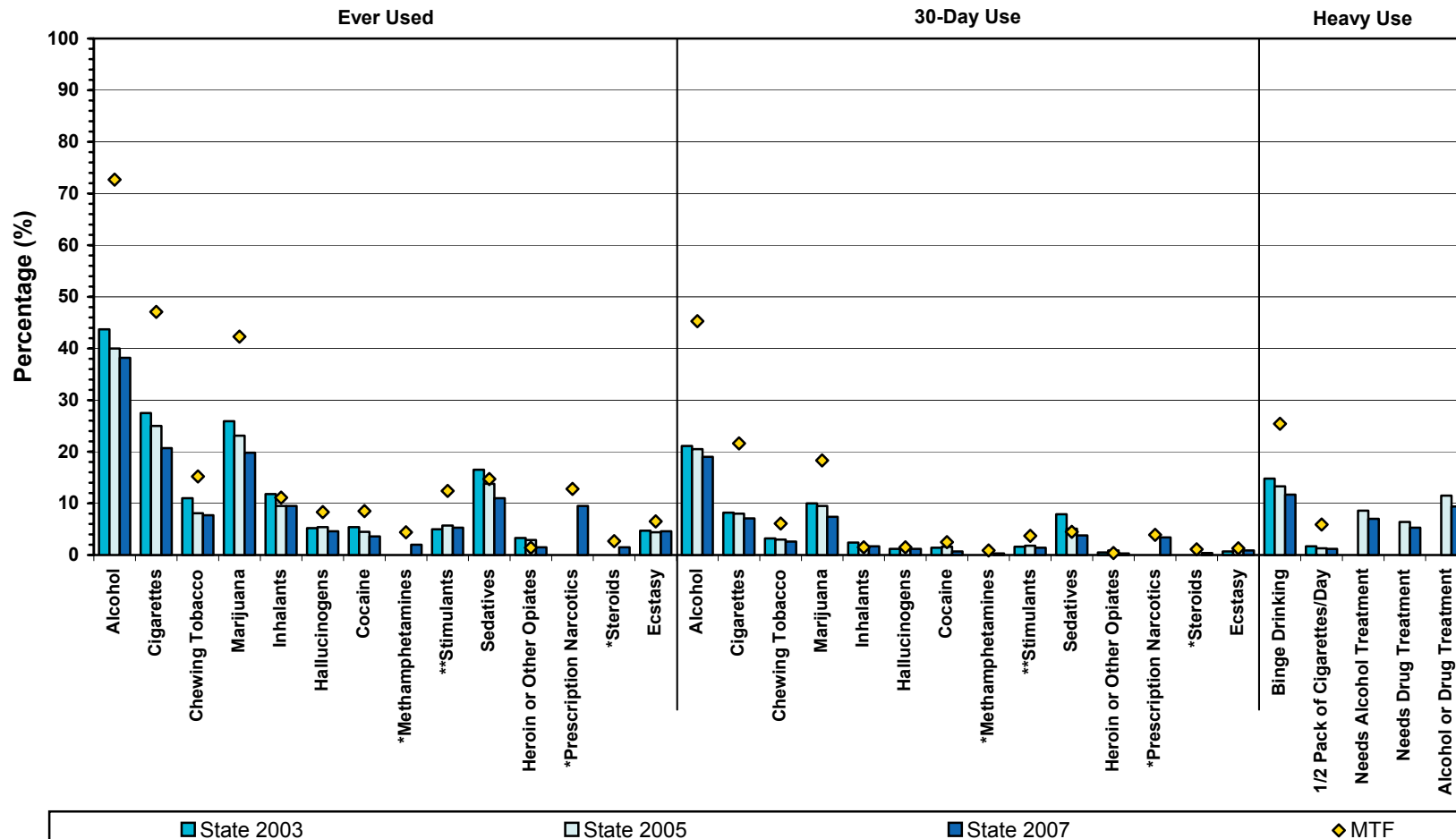
* Substance categories that were not measured and reported prior to 2007.

** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

LIFETIME, 30 DAY & HEAVY ATOD USE 2007 State of Utah Student Survey, Grade 12



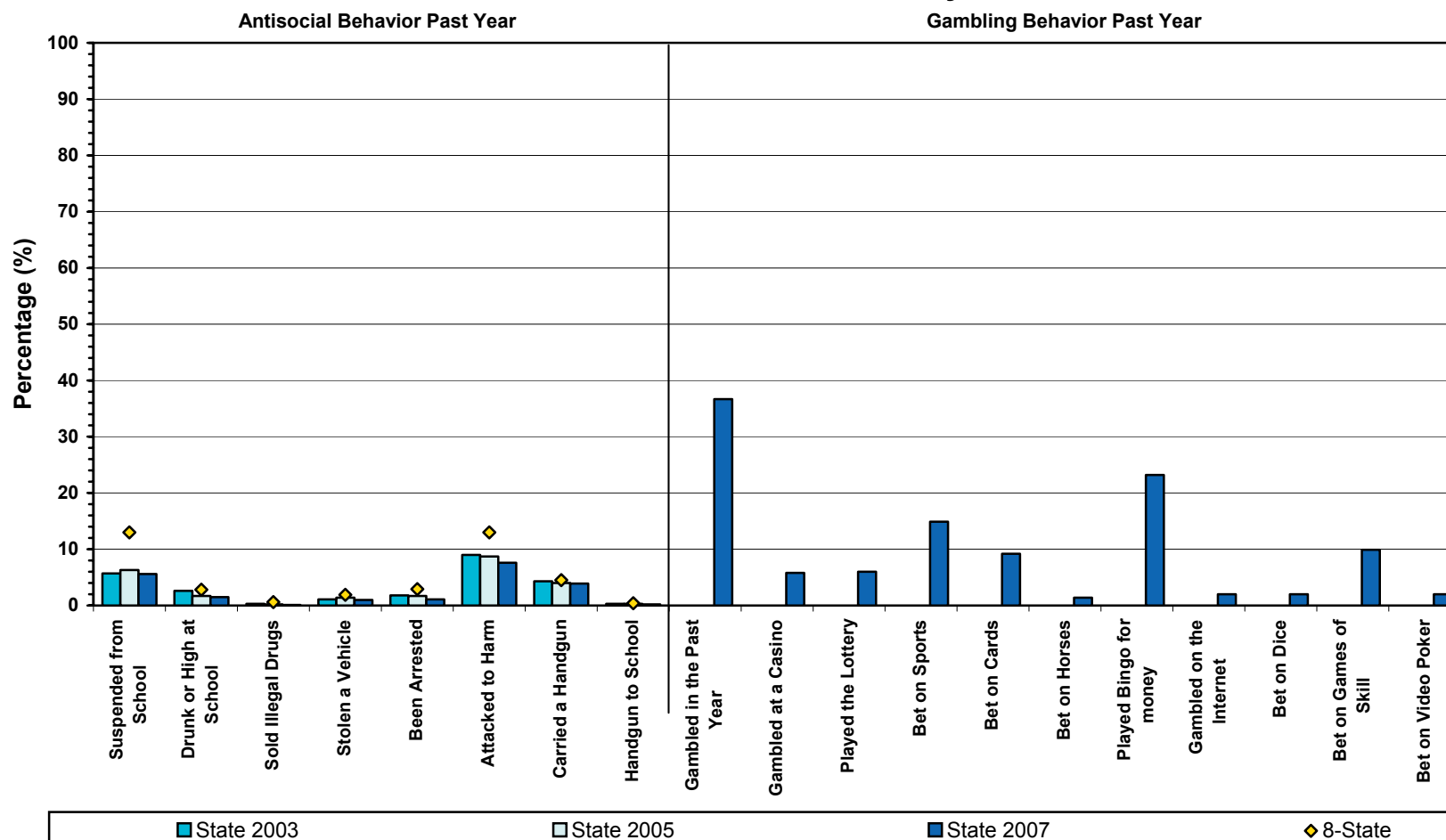
* Substance categories that were not measured and reported prior to 2007.

** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

ANTISOCIAL BEHAVIOR AND GAMBLING* 2007 State of Utah Student Survey, Grade 6

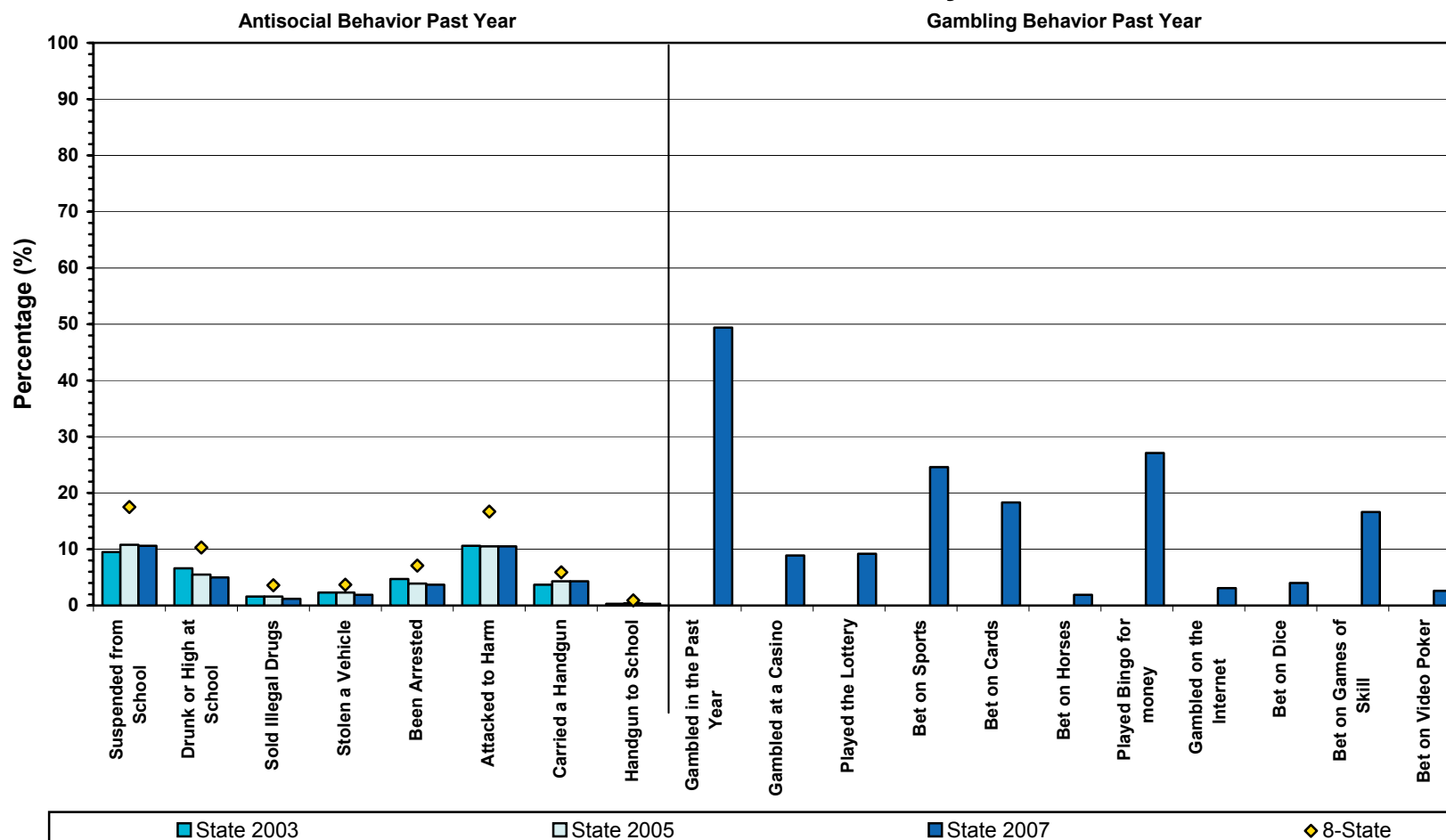


* Since not all eight states ask gambling questions, no 8-State value is reported.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

ANTISOCIAL BEHAVIOR AND GAMBLING* 2007 State of Utah Student Survey, Grade 8

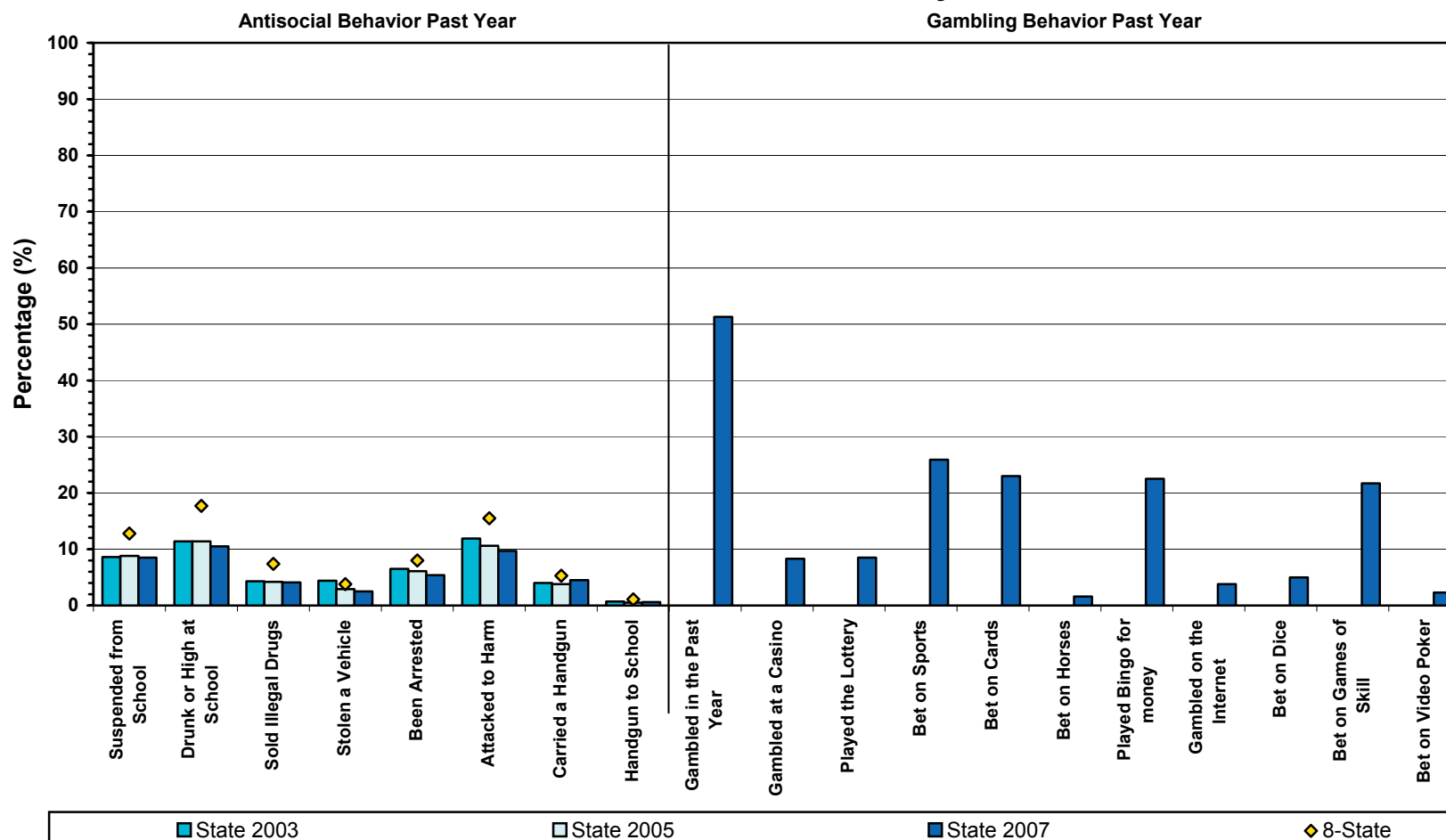


* Since not all eight states ask gambling questions, no 8-State value is reported.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

ANTISOCIAL BEHAVIOR AND GAMBLING* 2007 State of Utah Student Survey, Grade 10

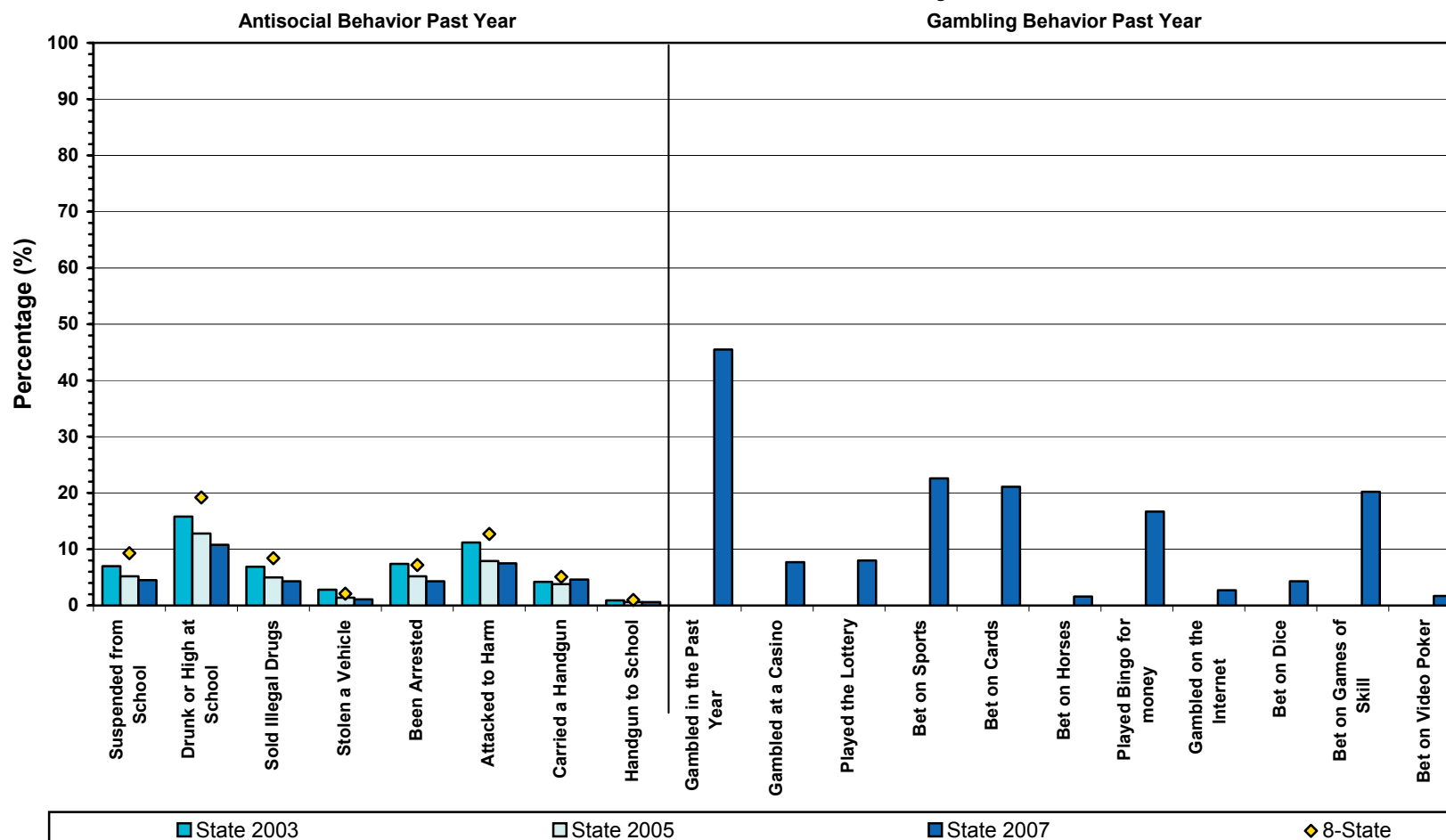


* Since not all eight states ask gambling questions, no 8-State value is reported.

Data Revision Date: 10/05/2007

Substance Use and Antisocial Behavior

ANTISOCIAL BEHAVIOR AND GAMBLING* 2007 State of Utah Student Survey, Grade 12

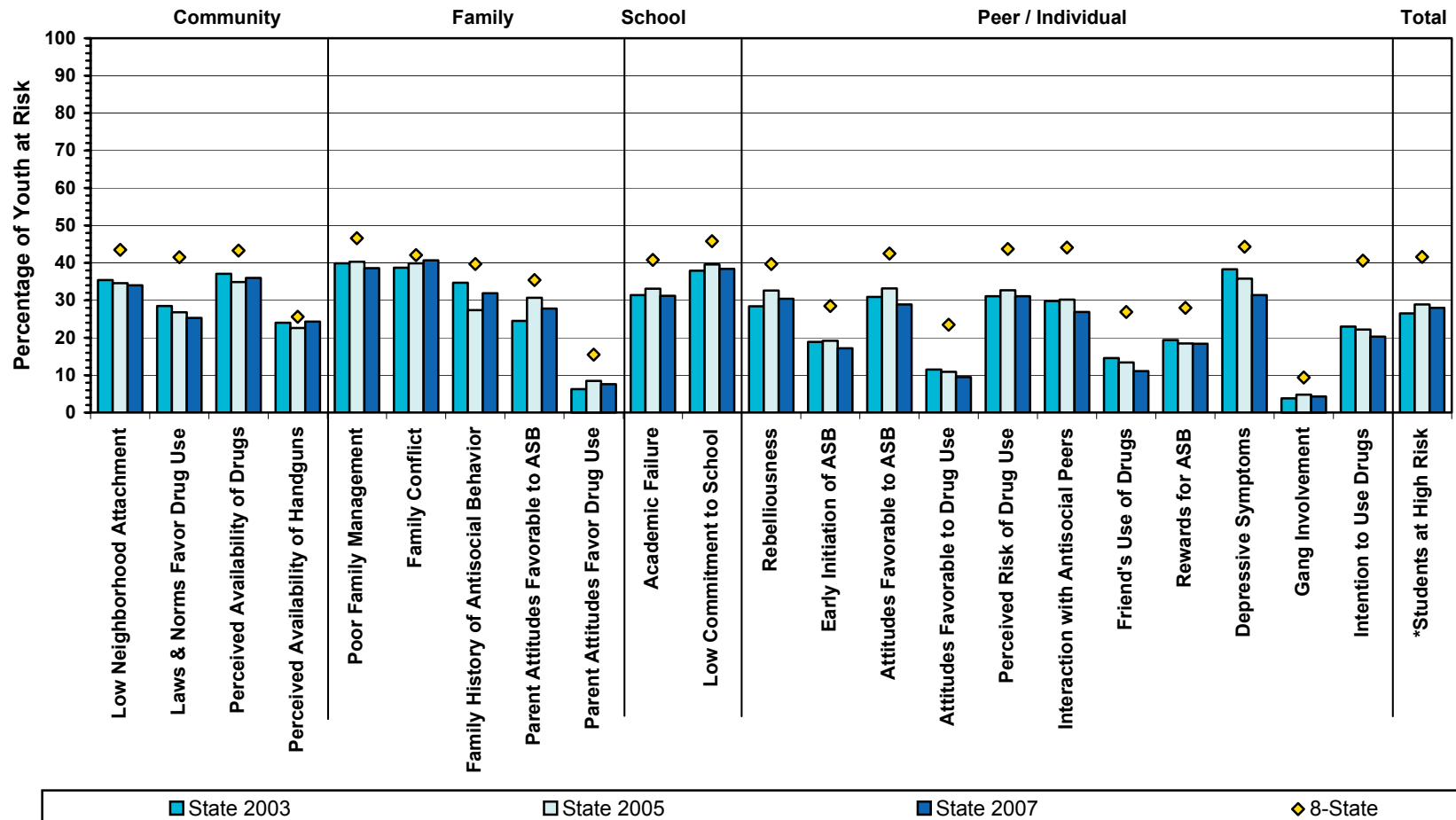


* Since not all eight states ask gambling questions, no 8-State value is reported.

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

RISK PROFILE
2007 State of Utah Student Survey, Grade 6



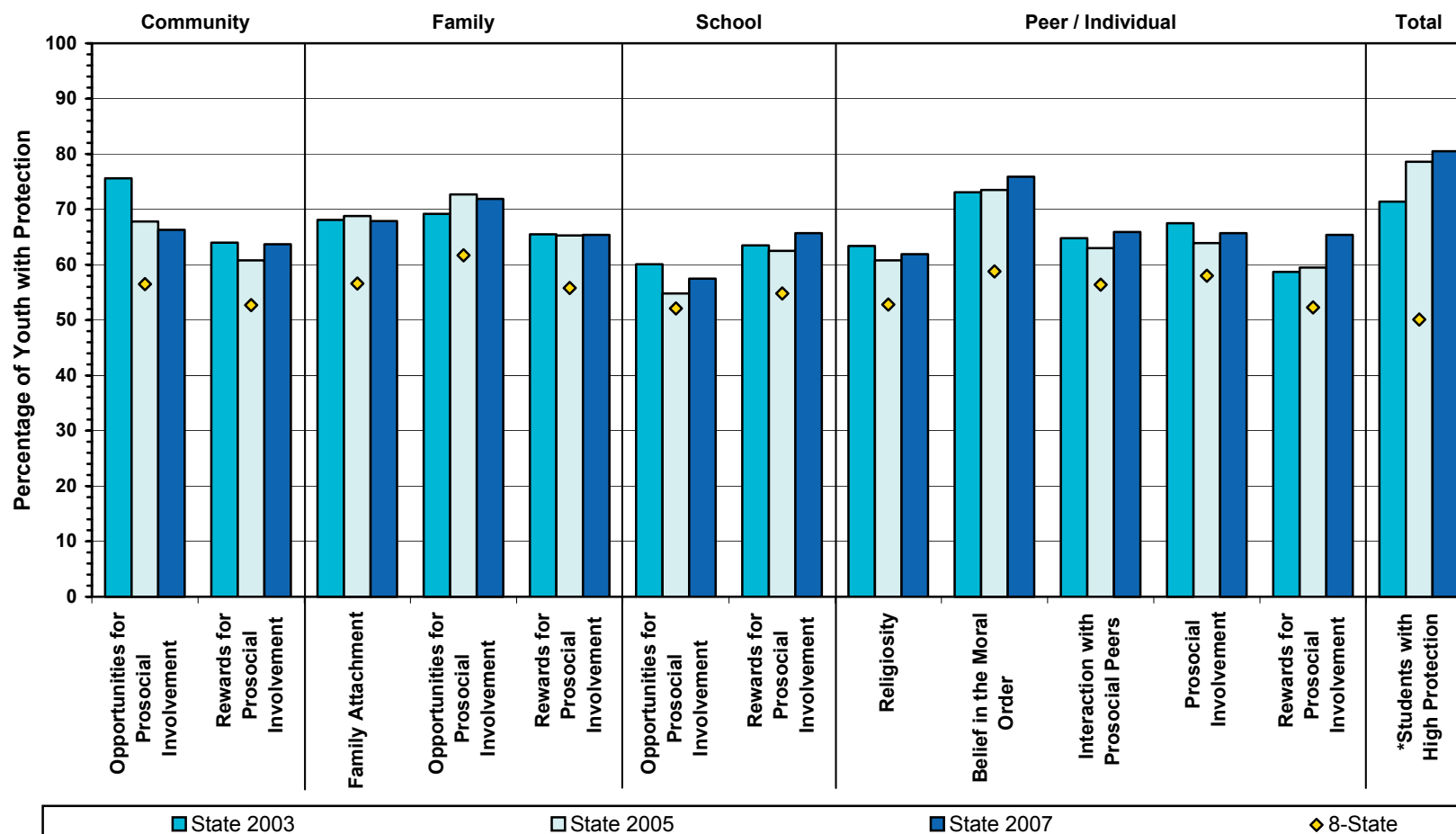
* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
 (6th grade: 7 or more risk factors, 7th-8th grade: 8 or more risk factors, 9th-12th grades: 9 or more risk factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2007 State of Utah Student Survey, Grade 6

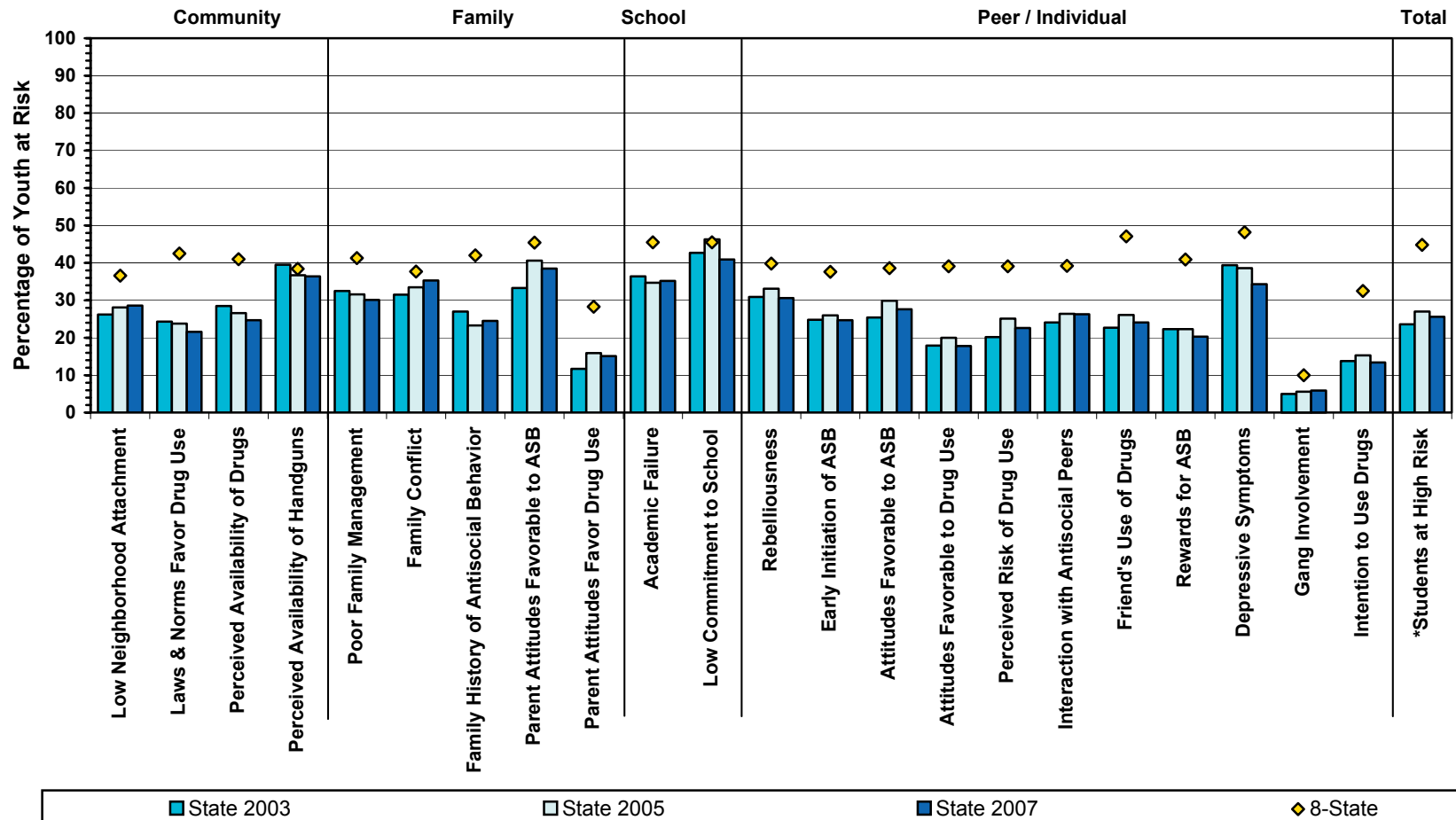


* *High Protection* youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th grade: 4 or more protective factors, 7th-12th grade: 5 or more protective factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

RISK PROFILE 2007 State of Utah Student Survey, Grade 8



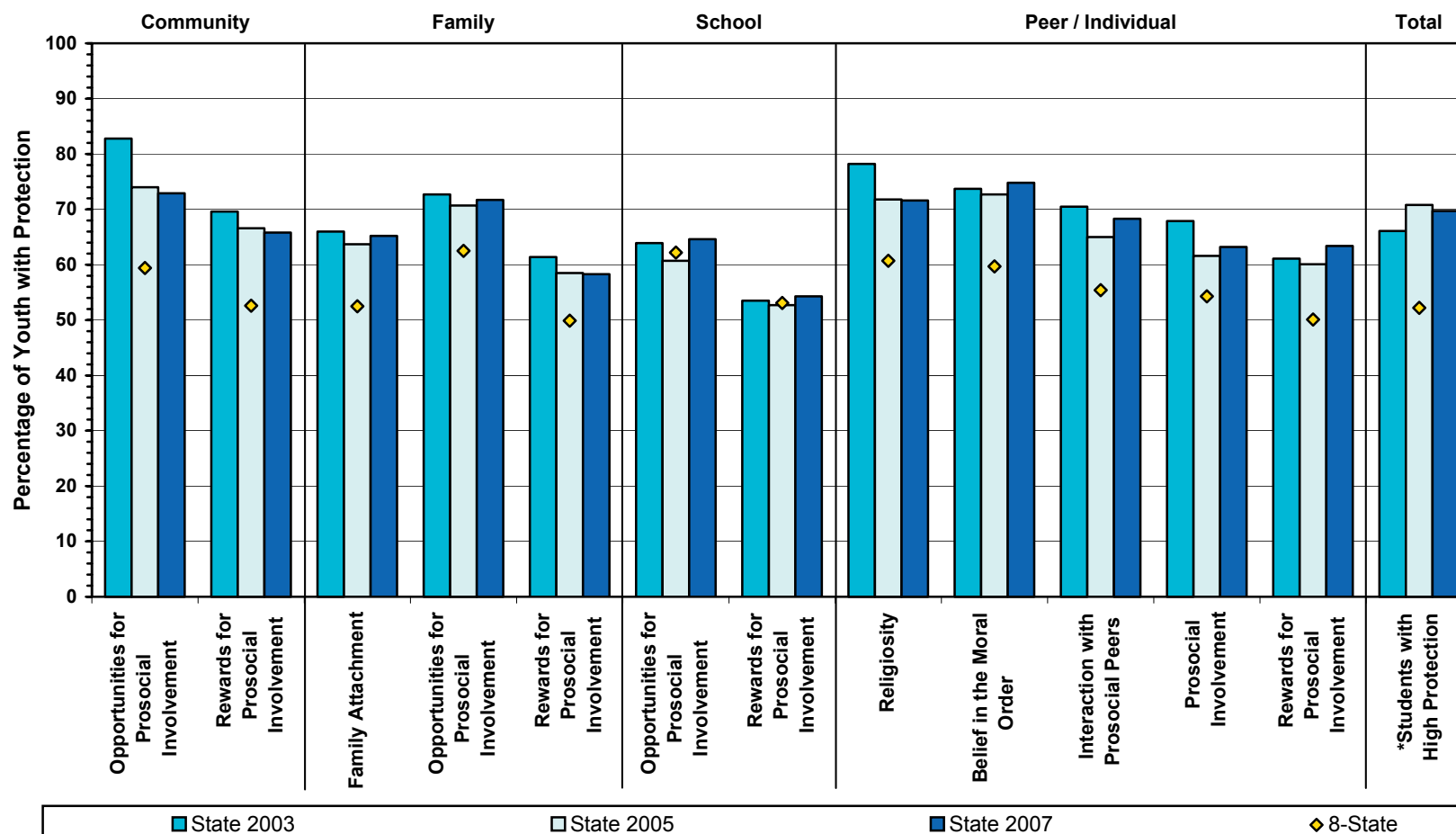
* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 7th-8th grade: 8 or more risk factors, 9th-12th grades: 9 or more risk factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2007 State of Utah Student Survey, Grade 8

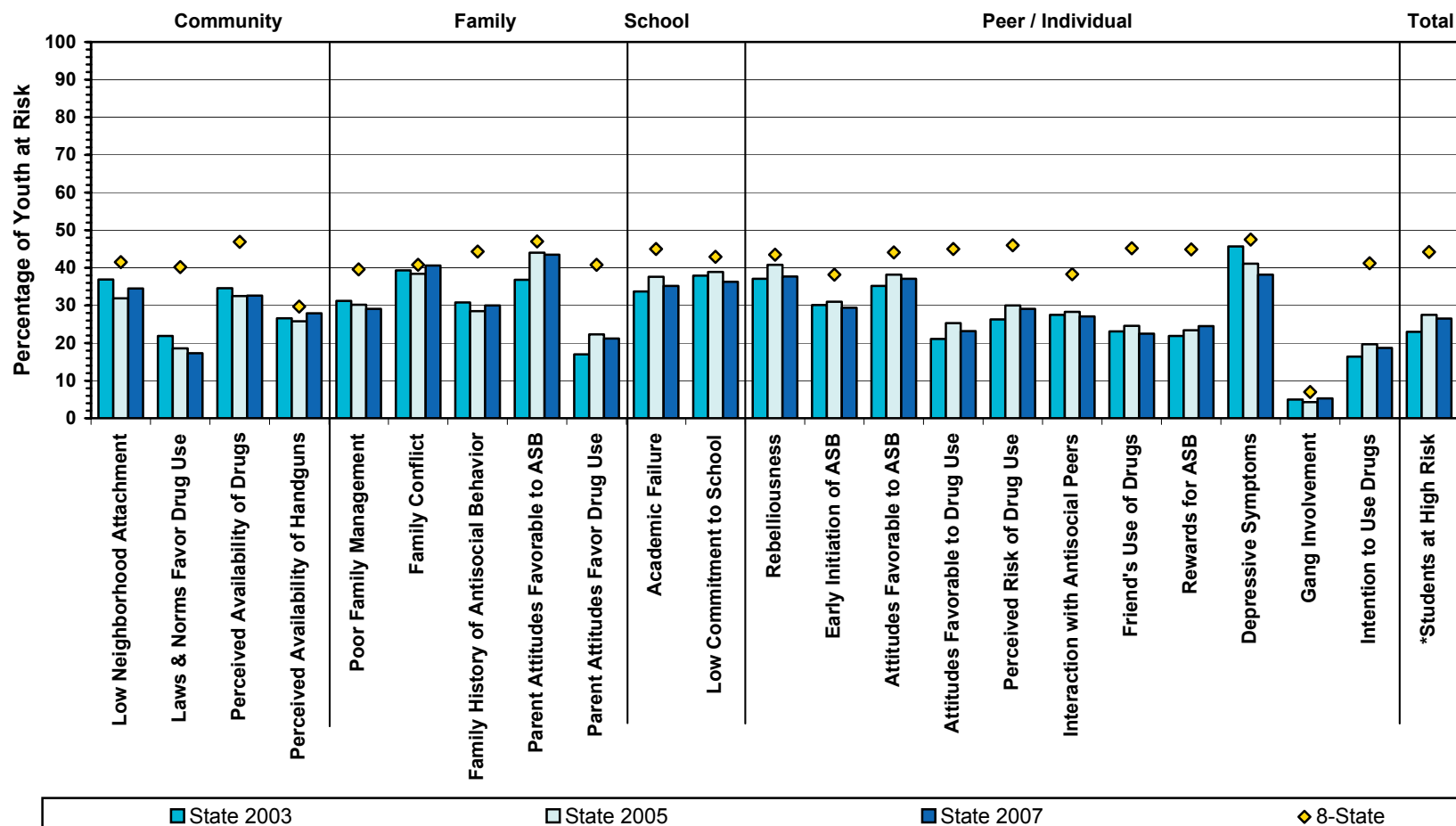


* *High Protection* youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th grade: 4 or more protective factors, 7th-12th grade: 5 or more protective factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

RISK PROFILE 2007 State of Utah Student Survey, Grade 10

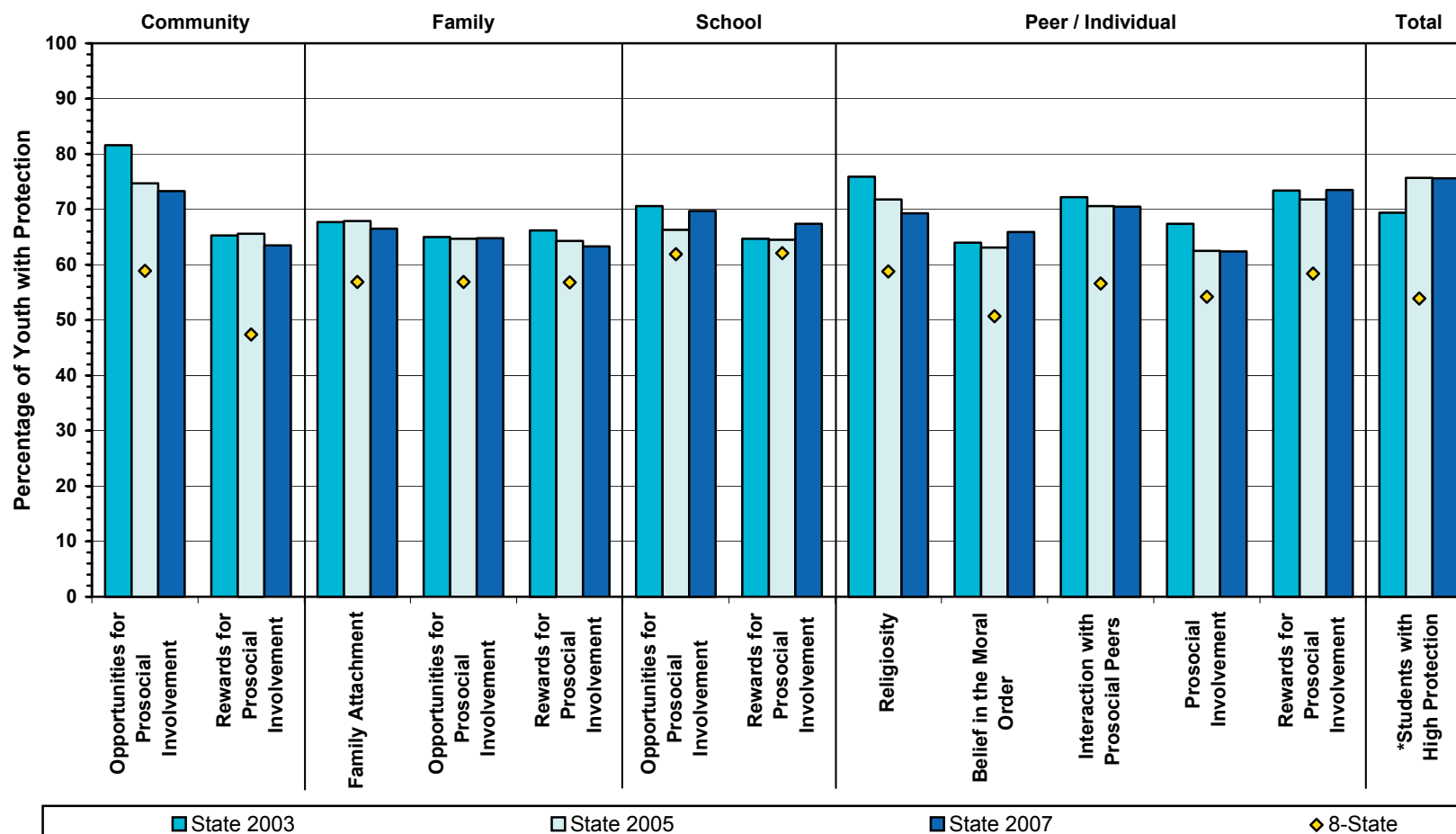


* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 7th-8th grade: 8 or more risk factors, 9th-12th grades: 9 or more risk factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2007 State of Utah Student Survey, Grade 10

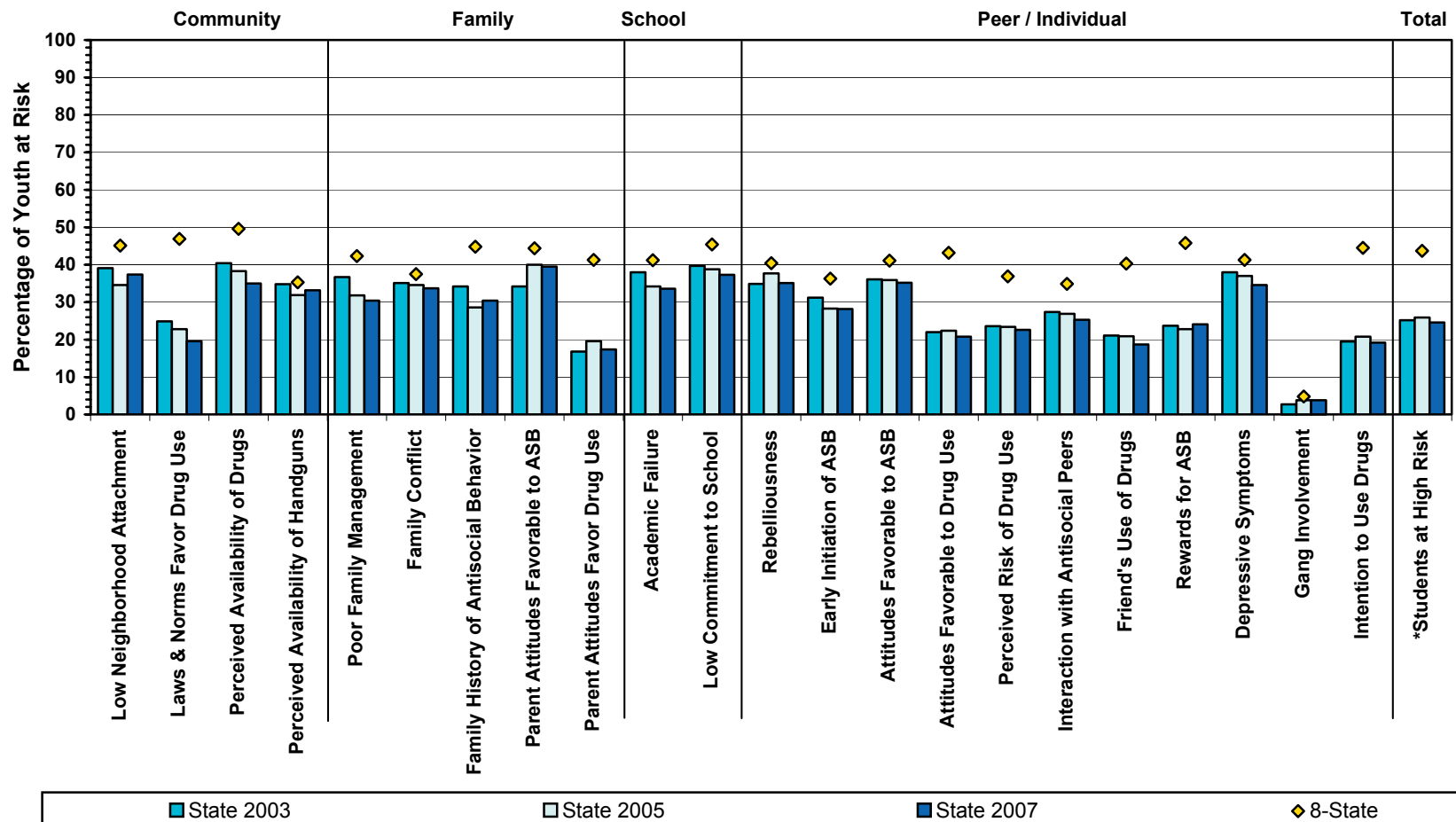


* *High Protection* youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives. (6th grade: 4 or more protective factors, 7th-12th grade: 5 or more protective factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

RISK PROFILE 2007 State of Utah Student Survey, Grade 12

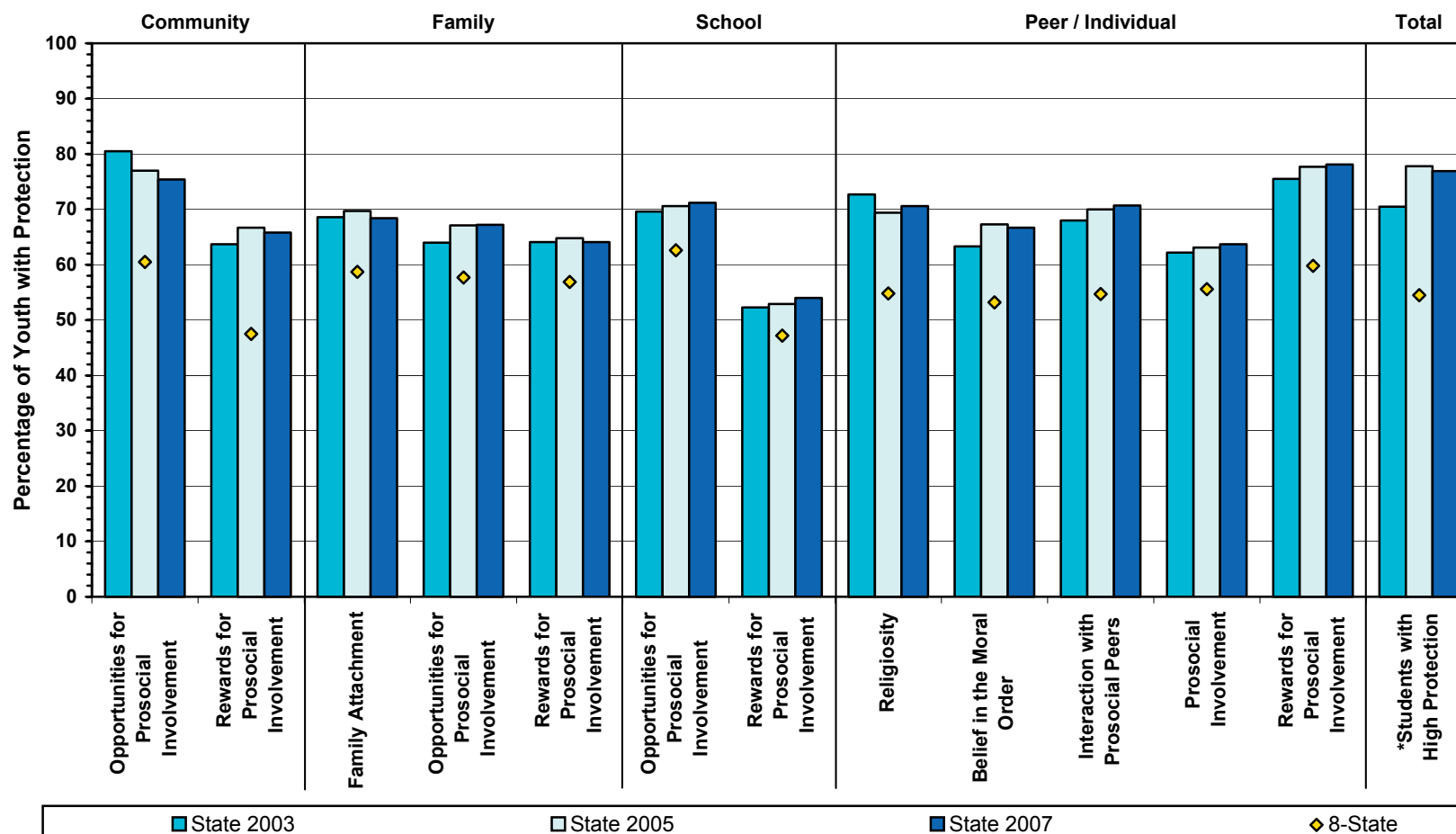


* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 7th-8th grade: 8 or more risk factors, 9th-12th grades: 9 or more risk factors)

Data Revision Date: 10/05/2007

Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2007 State of Utah Student Survey, Grade 12



* High Protection youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
(6th grade: 4 or more protective factors, 7th-12th grade: 5 or more protective factors)

Data Revision Date: 10/05/2007

Risk and Protective Factors

The Risk and Protective Factor Model of Substance Abuse Prevention

Many states, school districts and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research include social bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a

community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart below shows the links between the 19 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Youth at Risk	Problem Behaviors				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓	✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓
School					
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓
Peer / Individual					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Use Drugs and Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward Drug Use and Other Problem Behaviors	✓	✓	✓		
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Constitutional Factors	✓	✓			✓

Building a Strategic Prevention Framework

The Prevention Needs Assessment Survey is an important data source for the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework (SPF). CSAP created this five-step model to guide states and communities through the process of creating planned, data-driven, effective, and sustainable prevention programs.

Step 1: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery: The SPF begins with an assessment of the needs in the community that is based on data. The Utah State Epidemiological Outcomes Workgroup (SEOW) has compiled data from several sources to aid in the needs assessment process. One of the primary sources of needs assessment data is this Prevention Needs Assessment Survey (PNA). While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, and community readiness.

- **Community Needs Assessment:** The PNA results presented in this Profile Report will help you to identify needs for prevention services. PNA data include adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors.
- **Community Resource Assessment:** It is likely that existing agencies and programs are already addressing some of the prioritized substance abuse problems and identified risk and protective factors. It is important to identify the assets and resources that already exist in the community and the gaps in services and capacity.
- **Community Readiness Assessment:** It is very important for states and communities to have the commitment and support of their members and ample resources to implement effective prevention efforts. Therefore, the readiness and capacity of communities and resources to act should also be assessed.

Step 2: Mobilize and/or Build Capacity to Address Needs: Engagement of key stakeholders at the State and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Step 3: Develop a Comprehensive Strategic Plan: States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on the assessments conducted during Step 1. The Plan should address the priority needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities.

Step 4: Implement Evidence-based Prevention Programs and Infrastructure Development Activities: By measuring and identifying the risk factors and other causal factors that contribute to the targeted problems specified in your strategic plan, programs can be implemented that will reduce the prioritized substance abuse problems. After completing Steps 1, 2, and 3, communities will be able to choose prevention strategies that have been shown to be effective, are appropriate for the population served, can be implemented with fidelity, are culturally appropriate, and can be sustained over time. The Western Center for the Application of Prevention Technology has developed an internet tool located at <http://casat.unr.edu/bestpractices/search.php> for identifying Best Practice Programs. Another resource for evidence-based prevention practices is SAMHSA's National Registry of Evidence-based Programs and Practices www.nrepp.samhsa.gov.

Step 5: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the desired outcomes are achieved, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices. The PNA allows communities to monitor levels of ATOD use, antisocial behavior, risk, and protection.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

Data from the Prevention Needs Assessment Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3-5 risk factors appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** to determine which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide and national data.** Generally, differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community.** For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state percentage?

Use these data for planning.

- **The data in the substance use, antisocial behavior and gambling charts** can raise awareness about the problems and promote dialogue.
- **Risk and protective factor levels** can be used to identify exactly where the community needs to take action by noting which risk factors are high and which protective factors are low.
- **The SPF SIG planning model** can guide your prevention planning process. Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

MEASURE

Risk Factors
Protective Factors
Substance Use
Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Table 2. Risk and Protective Factor Scale Definitions

<i>Community Domain Risk Factors</i>	
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, youth are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Family Conflict</i>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Poor Family Management</i>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<i>Opportunities for Positive Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or non-medically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
<i>Peer-Individual Risk Factors</i>	
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Intention to Use ATODs</i>	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
<i>Depressive Symptoms</i>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	Young people who view working hard in school and the community are less likely to engage in problem behavior.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 6			Grade 8			Grade 10			Grade 12		
	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
	3298	13702	14547	2830	13014	13367	2192	11558	10164	1503	8253	8074

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you used (One or more occasions)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	13.1	12.3	11.3	21.9	24.5	23.2	35.0	35.3	35.0	43.7	40.0	38.2
Cigarettes	smoked cigarettes?	7.2	6.0	3.9	12.6	13.8	11.2	21.0	20.7	18.2	27.5	25.0	20.7
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	2.2	1.5	1.0	4.2	3.5	3.1	5.4	5.8	6.1	11.0	8.1	7.7
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	1.5	1.2	1.0	7.4	7.2	6.0	16.2	16.8	15.3	25.9	23.1	19.8
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	9.8	9.8	6.3	13.1	13.8	10.8	13.3	12.8	10.1	11.8	9.5	9.5
Hallucinogens	used LSD or other hallucinogens?	0.4	0.5	0.3	0.9	1.4	1.1	3.1	3.5	3.5	5.2	5.4	4.6
Cocaine	used cocaine or crack?	0.4	0.4	0.3	1.0	1.5	1.1	3.0	2.7	2.4	5.4	4.5	3.6
Methamphetamines*	used methamphetamines (meth, speed, crank, crystal meth)?	n/a	n/a	0.2	n/a	n/a	0.9	n/a	n/a	1.6	n/a	n/a	2.0
Stimulants**	used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to take them?	0.5	0.6	0.5	1.1	1.9	1.5	2.7	4.7	4.3	5.0	5.7	5.3
Sedatives	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	4.1	3.5	3.2	7.4	7.0	6.3	12.9	12.0	10.1	16.5	13.8	11.0
Heroin or Other Opiates	used heroin or other opiates?	0.2	0.1	0.2	0.6	0.8	0.5	1.7	1.7	1.2	3.3	2.9	1.5
Prescription Narcotics*	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	n/a	n/a	0.4	n/a	n/a	2.2	n/a	n/a	6.7	n/a	n/a	9.5
Steroids*	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	n/a	0.8	n/a	n/a	1.3	n/a	n/a	1.2	n/a	n/a	1.5
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.4	0.2	0.1	1.4	1.2	0.8	2.7	2.5	2.6	4.7	4.4	4.6

* Substance categories that were not measured and reported prior to 2007.

** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

Table 5. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you used (One or more occasions)		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	1.9	2.1	1.8	8.6	9.3	8.7	15.9	15.7	15.9	21.1	20.5	19.0
Cigarettes	smoked cigarettes?	0.8	0.8	0.5	2.5	2.8	2.3	5.3	6.0	5.4	8.2	8.0	7.1
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	0.6	0.5	0.2	1.1	1.3	1.1	1.6	2.4	2.2	3.2	3.0	2.6
Marijuana	used marijuana (grass, pot) or hashish (hash, hash oil)?	0.3	0.4	0.3	2.9	3.0	2.4	6.8	7.4	6.5	10.0	9.5	7.4
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	3.4	3.8	2.1	5.1	5.3	3.3	3.3	3.1	2.2	2.4	1.6	1.7
Hallucinogens	used LSD or other hallucinogens?	0.3	0.2	0.2	0.3	0.6	0.4	1.0	1.0	1.1	1.2	1.5	1.2
Cocaine	used cocaine or crack?	0.3	0.2	0.0	0.4	0.5	0.3	1.0	0.7	0.6	1.4	1.6	0.7
Methamphetamines*	used methamphetamines (meth, speed, crank, crystal meth)?	n/a	n/a	0.1	n/a	n/a	0.3	n/a	n/a	0.3	n/a	n/a	0.3
Stimulants**	used stimulants, other than methamphetamines (such as amphetamines, Ritalin, Dexedrine) without a doctor telling you to take them?	0.1	0.2	0.1	0.3	0.8	0.5	0.7	2.1	1.6	1.6	1.8	1.4
Sedatives	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	1.6	1.3	1.0	3.0	3.1	2.1	5.4	5.4	3.7	7.9	5.1	3.8
Heroin or Other Opiates	used heroin or other opiates?	0.0	0.1	0.0	0.2	0.3	0.1	0.2	0.3	0.4	0.5	0.9	0.3
Prescription Narcotics*	used narcotic prescription drugs (such as OxyContin, methadone, morphine, codeine, Demerol, Vicodin, Percocet) without a doctor telling you to take them?	n/a	n/a	0.1	n/a	n/a	0.8	n/a	n/a	2.4	n/a	n/a	3.4
Steroids*	used steroids or anabolic steroids (such as Anadrol, Oxandrin, Durabolin, Equipoise or Depotesterone)?	n/a	n/a	0.2	n/a	n/a	0.3	n/a	n/a	0.5	n/a	n/a	0.4
Ecstasy	used MDMA ('X', 'E', or ecstasy)?	0.1	0.1	0.0	0.4	0.4	0.2	0.7	0.6	0.6	0.7	1.1	0.9

* Substance categories that were not measured and reported prior to 2007.

** The values for the stimulants category for 2003 and 2005 include methamphetamines. For 2007 methamphetamines are NOT included in the stimulants category.

Table 6. Percentage of Students With Heavy ATOD Use

		Grade 6				Grade 8				Grade 10				Grade 12			
		State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks?	1.8	1.7	1.7	n/a	5.2	5.7	5.1	10.9	9.3	9.7	8.8	21.9	14.8	13.3	11.7	25.4
1/2 Pack of Cigarettes/Day	During the past 30 days, have you smoked 1/2 pack of cigarettes a day or more?	0.0	0.0	0.0	n/a	0.3	0.3	0.4	1.5	0.8	0.8	0.8	3.3	1.7	1.3	1.2	5.9
Needs Alcohol Treatment	Answered "Yes" to at least 3 alcohol treatment questions and has used alcohol on 10 or more occasions	n/a	0.3	0.2	n/a	n/a	2.2	2.0	n/a	n/a	6.0	5.4	n/a	n/a	8.6	7.0	n/a
Needs Drug Treatment	Answered "Yes" to at least 3 drug treatment questions and has used any drug on 10 or more occasions	n/a	0.2	0.2	n/a	n/a	2.0	1.3	n/a	n/a	5.5	4.2	n/a	n/a	6.4	5.3	n/a
Alcohol or Drug Treatment	Needs alcohol and/or drug treatment	n/a	0.5	0.4	n/a	n/a	3.4	2.7	n/a	n/a	8.8	7.4	n/a	n/a	11.5	9.4	n/a

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

How many times in the past year (12 months) have you: (One or more times)		Grade 6				Grade 8				Grade 10				Grade 12			
		State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State
Been Suspended from School		5.7	6.3	5.6	13.0	9.5	10.8	10.6	17.5	8.6	8.8	8.5	12.8	7.0	5.2	4.5	9.3
Been Drunk or High at School		2.6	1.7	1.5	2.8	6.6	5.5	5.0	10.3	11.4	11.4	10.5	17.7	15.8	12.8	10.8	19.2
Sold Illegal Drugs		0.3	0.2	0.1	0.6	1.6	1.6	1.2	3.6	4.3	4.2	4.1	7.4	6.9	5.0	4.3	8.4
Stolen or Tried to Steal a Motor Vehicle		1.1	1.4	1.0	1.9	2.3	2.3	1.9	3.7	4.4	2.9	2.5	3.8	2.8	1.4	1.1	2.1
Been Arrested		1.8	1.7	1.1	2.9	4.7	3.9	3.7	7.1	6.5	6.1	5.4	8.0	7.4	5.2	4.3	7.2
Attacked Someone with the Idea of Seriously Hurting Them		9.0	8.7	7.6	13.0	10.6	10.5	10.5	16.7	11.9	10.6	9.7	15.5	11.2	7.9	7.5	12.7
Carried a Handgun		4.3	4.0	3.9	4.5	3.7	4.3	4.3	5.9	4.0	3.8	4.5	5.3	4.2	3.8	4.6	5.1
Carried a Handgun to School		0.3	0.3	0.2	0.4	0.3	0.4	0.3	0.9	0.7	0.5	0.6	1.1	0.9	0.6	0.6	1.0

Table 8. Percentage of Students Gambling in the Past Year

How many times in the past year (12 months) have you: (‘A few times’ or more)	Grade 6				Grade 8				Grade 10				Grade 12			
	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State
Gambled in the Past Year	n/a	n/a	36.7	n/a	n/a	n/a	49.4	n/a	n/a	n/a	51.3	n/a	n/a	n/a	45.5	n/a
Gambled at a Casino	n/a	n/a	5.8	n/a	n/a	n/a	8.9	n/a	n/a	n/a	8.3	n/a	n/a	n/a	7.7	n/a
Played the Lottery	n/a	n/a	6.0	n/a	n/a	n/a	9.2	n/a	n/a	n/a	8.5	n/a	n/a	n/a	8.0	n/a
Bet on Sports	n/a	n/a	14.9	n/a	n/a	n/a	24.6	n/a	n/a	n/a	25.9	n/a	n/a	n/a	22.6	n/a
Bet on Cards	n/a	n/a	9.2	n/a	n/a	n/a	18.3	n/a	n/a	n/a	23.0	n/a	n/a	n/a	21.1	n/a
Bet on Horses	n/a	n/a	1.4	n/a	n/a	n/a	1.9	n/a	n/a	n/a	1.6	n/a	n/a	n/a	1.6	n/a
Played Bingo for money	n/a	n/a	23.2	n/a	n/a	n/a	27.1	n/a	n/a	n/a	22.5	n/a	n/a	n/a	16.7	n/a
Gambled on the Internet	n/a	n/a	2.0	n/a	n/a	n/a	3.1	n/a	n/a	n/a	3.8	n/a	n/a	n/a	2.7	n/a
Bet on Dice	n/a	n/a	2.0	n/a	n/a	n/a	4.0	n/a	n/a	n/a	5.0	n/a	n/a	n/a	4.3	n/a
Bet on Games of Skill	n/a	n/a	9.9	n/a	n/a	n/a	16.6	n/a	n/a	n/a	21.7	n/a	n/a	n/a	20.2	n/a
Bet on Video Poker	n/a	n/a	2.0	n/a	n/a	n/a	2.6	n/a	n/a	n/a	2.3	n/a	n/a	n/a	1.7	n/a

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 6				Grade 8				Grade 10				Grade 12			
	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State
Community Domain																
Opportunities for Prosocial Involvement	75.6	67.8	66.3	56.5	82.8	74.0	72.9	59.4	81.6	74.7	73.3	58.9	80.5	77.0	75.4	60.5
Rewards for Prosocial Involvement	64.0	60.8	63.7	52.7	69.6	66.6	65.8	52.6	65.3	65.6	63.5	47.4	63.7	66.7	65.8	47.5
Family Domain																
Family Attachment	68.1	68.8	67.9	56.6	66.0	63.7	65.2	52.5	67.7	67.9	66.5	56.9	68.6	69.7	68.4	58.7
Opportunities for Prosocial Involvement	69.2	72.7	71.9	61.7	72.7	70.7	71.7	62.5	65.0	64.7	64.8	56.9	64.0	67.1	67.2	57.7
Rewards for Prosocial Involvement	65.5	65.3	65.4	55.8	61.4	58.5	58.3	49.9	66.2	64.3	63.3	56.8	64.1	64.8	64.1	56.9
School Domain																
Opportunities for Prosocial Involvement	60.1	54.8	57.5	52.1	63.9	60.7	64.6	62.2	70.6	66.3	69.7	61.9	69.6	70.6	71.2	62.6
Rewards for Prosocial Involvement	63.5	62.5	65.7	54.8	53.5	52.7	54.3	53.1	64.7	64.5	67.4	62.1	52.3	52.9	54.0	47.2
Peer-Individual Domain																
Religiosity	63.4	60.8	61.9	52.8	78.2	71.8	71.6	60.7	75.9	71.8	69.3	58.8	72.7	69.4	70.6	54.8
Belief in the Moral Order	73.1	73.5	75.9	58.8	73.7	72.7	74.8	59.7	64.0	63.1	65.9	50.7	63.3	67.3	66.7	53.2
Interaction with Prosocial Peers	64.8	63.0	65.9	56.4	70.5	65.0	68.3	55.4	72.2	70.6	70.5	56.6	68.0	70.0	70.7	54.7
Prosocial Involvement	67.5	63.9	65.7	58.0	67.9	61.6	63.2	54.3	67.4	62.5	62.4	54.2	62.2	63.1	63.7	55.6
Rewards for Prosocial Involvement	58.7	59.5	65.4	52.3	61.1	60.1	63.4	50.1	73.4	71.8	73.5	58.4	75.5	77.7	78.1	59.8
Total Protection																
Students with High Protection*	71.4	78.6	80.5	50.1	66.1	70.8	69.7	52.2	69.4	75.7	75.6	53.9	70.5	77.8	76.9	54.5

* *High Protection* youth are defined as the percentage of students who have more than a specified number of protective factors operating in their lives.
(6th grade: 4 or more protective factors, 7th-12th grades: 5 or more protective factors)

Table 10. Percentage of Students Reporting Risk

Risk Factor	Grade 6				Grade 8				Grade 10				Grade 12			
	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State	State 2003	State 2005	State 2007	8-State
Community Domain																
Low Neighborhood Attachment	35.4	34.6	34.0	43.5	26.2	28.1	28.6	36.6	36.9	31.9	34.5	41.5	39.1	34.6	37.4	45.1
Laws & Norms Favor Drug Use	28.5	26.8	25.3	41.5	24.3	23.8	21.6	42.5	21.9	18.6	17.3	40.2	24.9	22.8	19.6	46.9
Perceived Availability of Drugs	37.1	34.9	36.0	43.3	28.5	26.6	24.7	41.0	34.6	32.5	32.6	46.9	40.4	38.3	35.0	49.6
Perceived Availability of Handguns	24.0	22.6	24.3	25.6	39.5	36.7	36.4	38.4	26.6	25.8	27.9	29.7	34.8	31.9	33.2	35.3
Family Domain																
Poor Family Management	39.9	40.3	38.6	46.6	32.5	31.6	30.1	41.3	31.2	30.2	29.1	39.6	36.7	31.8	30.4	42.3
Family Conflict	38.7	39.9	40.7	42.1	31.5	33.5	35.3	37.7	39.3	38.4	40.6	40.8	35.1	34.6	33.7	37.5
Family History of Antisocial Behavior	34.7	27.4	31.9	39.7	27.0	23.3	24.5	42.0	30.8	28.5	30.0	44.3	34.2	28.6	30.4	44.8
Parent Attitudes Favorable to ASB	24.5	30.7	27.8	35.4	33.3	40.6	38.5	45.4	36.8	44.0	43.5	47.0	34.2	40.0	39.5	44.4
Parent Attitudes Favor Drug Use	6.3	8.5	7.6	15.5	11.7	15.9	15.1	28.3	17.0	22.3	21.2	40.8	16.8	19.6	17.4	41.3
School Domain																
Academic Failure	31.4	33.1	31.2	40.8	36.4	34.7	35.2	45.5	33.7	37.6	35.2	45.0	38.0	34.2	33.6	41.2
Low Commitment to School	37.9	39.6	38.4	45.8	42.7	46.3	40.9	45.5	37.9	38.9	36.3	42.9	39.7	38.8	37.3	45.4
Peer-Individual Domain																
Rebelliousness	28.4	32.6	30.4	39.7	30.9	33.1	30.6	39.8	37.1	40.8	37.7	43.5	34.9	37.7	35.1	40.4
Early Initiation of ASB	18.9	19.2	17.2	28.5	24.8	26.0	24.7	37.6	30.1	31.0	29.4	38.2	31.2	28.3	28.2	36.3
Early Initiation of Drug Use	17.9	15.7	14.4	34.0	20.5	21.9	19.2	44.5	22.1	21.3	19.6	41.6	27.6	23.6	20.8	46.4
Attitudes Favorable to ASB	30.9	33.2	28.9	42.5	25.4	29.9	27.6	38.6	35.2	38.2	37.1	44.1	36.1	35.9	35.2	41.1
Attitudes Favorable to Drug Use	11.5	10.9	9.5	23.5	17.9	20.0	17.8	39.1	21.1	25.3	23.2	45.0	22.0	22.4	20.8	43.2
Perceived Risk of Drug Use	31.1	32.7	31.1	43.7	20.2	25.1	22.6	39.1	26.3	30.0	29.1	46.0	23.6	23.4	22.6	36.9
Interaction with Antisocial Peers	29.8	30.2	26.9	44.1	24.1	26.4	26.3	39.2	27.5	28.3	27.1	38.3	27.4	26.9	25.3	34.9
Friend's Use of Drugs	14.6	13.4	11.1	26.9	22.7	26.1	24.1	47.1	23.1	24.6	22.5	45.2	21.1	20.9	18.7	40.3
Rewards for ASB	19.4	18.5	18.4	28.0	22.3	22.3	20.3	40.9	21.9	23.4	24.5	44.9	23.7	22.8	24.1	45.8
Depressive Symptoms	38.3	35.8	31.4	44.3	39.4	38.6	34.3	48.2	45.7	41.1	38.2	47.5	38.0	37.0	34.6	41.3
Intention to Use Drugs	23.0	22.2	20.3	40.6	13.8	15.3	13.4	32.5	16.4	19.7	18.7	41.2	19.5	20.8	19.2	44.5
Gang Involvement	3.8	4.8	4.3	9.4	5.0	5.6	5.9	10.0	5.0	4.3	5.3	7.0	2.7	3.8	3.8	4.8
Total Risk																
Students at High Risk*	26.5	28.9	28.0	41.6	23.6	27.0	25.6	44.8	23.0	27.5	26.5	44.2	25.2	25.9	24.6	43.7

* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(6th grade: 7 or more risk factors, 7th-8th grade: 8 or more risk factors, 9th-12th grades: 9 or more risk factors)

Table 11. Drug Free Communities Report*

Outcome	Definition	Substance	State 2007													
			Grade 6		Grade 8		Grade 10		Grade 12		Male		Female		Total†	
			Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Perception of Risk (People are at Moderate or Great Risk of harming themselves if they...)	drink 1 or two drinks nearly every day	Alcohol	80.4	14105	80.6	12998	82.6	9952	81.5	7936	77.6	21343	84.7	23099	81.3	44991
	smoke 1 or more packs or cigarettes per day	Cigarettes	90.6	14210	92.8	13073	94.0	10010	93.8	7952	92.1	21463	93.5	23229	92.8	45245
	smoke marijuana regularly	Marijuana	91.3	13860	92.3	12752	90.2	9763	88.1	7814	88.5	20928	92.3	22731	90.5	44189
Perception of Parent Disapproval (Parents feel it would be Wrong or Very Wrong to...)	drink beer, wine, or hard liquor regularly	Alcohol	98.0	13484	95.3	12524	93.0	9817	89.5	7830	94.3	20656	93.7	22485	93.9	43655
	smoke cigarettes	Cigarettes	99.3	13496	98.5	12551	97.4	9833	96.3	7846	98.1	20681	97.6	22524	97.9	43726
	smoke marijuana	Marijuana	99.6	13377	98.7	12461	97.8	9775	96.9	7816	98.3	20522	98.2	22390	98.2	43429
Perception of Peer Disapproval (I think it is Wrong or Very Wrong for someone my age to...)	drink beer, wine, or hard liquor regularly	Alcohol	97.9	14446	91.1	13251	81.3	10082	78.3	8007	86.3	21781	88.1	23435	87.2	45786
	smoke cigarettes	Cigarettes	98.7	14421	95.5	13238	90.6	10080	87.3	8013	92.9	21751	93.3	23434	93.1	45752
	smoke marijuana	Marijuana	99.0	14411	95.5	13244	89.0	10072	87.2	8008	91.8	21746	93.6	23423	92.7	45735
Past 30-Day Use	at least one use in the Past 30 Days	Alcohol	1.8	14185	8.7	13067	15.9	10003	19.0	7944	11.3	21465	11.3	23179	11.3	45199
		Cigarettes	0.5	13918	2.3	12890	5.4	9997	7.1	7943	3.8	21230	3.8	22974	3.9	44748
		Marijuana	0.3	14167	2.4	13041	6.5	9994	7.4	7942	4.9	21437	3.4	23152	4.1	45144
			Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number	Age	Number
Average Age of Onset** (How old were you when you first...)	began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Alcohol	11.0	142	12.5	932	14.3	1447	15.5	1667	14.5	1884	14.5	2233	14.5	4188
	smoked a cigarette, even just a puff?	Cigarettes	10.4	636	11.5	1683	12.7	1970	13.6	1899	12.6	2992	12.6	3084	12.6	6188
	smoked marijuana?	Marijuana	11.4	98	12.4	792	13.8	1530	14.8	1657	13.9	2098	14.1	1904	14.0	4077

*The "Number" column represents the sample size (the number of youth who answered the question). The "Percent" column represents the percentage of youth in the sample answering the question as specified.

**For Average Age of Onset, "Number" represents the number of youth who reported any age of first use for the specified substance other than "Never Used."

†The "Total" column represents responses from students in all grades surveyed. (In order to report individual grades accurately, the grade must have a minimum of twenty students reporting data. The "Total" sample may contain additional data from grades that did not make the sample cutoff, and so may exceed the sum of the individual grade columns displayed.)

Table 12. Additional Data for Prevention Planning

		Grade 6			Grade 8			Grade 10			Grade 12		
		State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007	State 2003	State 2005	State 2007
Safety													
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to school?	One Or More Days	n/a	6.7	7.5	n/a	6.2	9.2	n/a	6.9	6.7	n/a	5.3	6.0
During the past 12 months, how often have you been picked on or bullied by a student ON SCHOOL PROPERTY?	More Than Once	n/a	19.5	20.2	n/a	14.1	18.5	n/a	8.8	12.5	n/a	5.2	9.1
Discipline													
My teachers maintain good discipline in the classroom.	Strongly Agree or Agree	88.7	89.3	92.3	92.0	85.1	83.6	88.0	85.4	86.6	95.0	85.1	87.3
The principle and assistant principal maintain good discipline at my school.	Strongly Agree or Agree	82.6	84.1	89.6	92.0	81.1	83.5	84.0	81.8	83.6	100.0	78.9	82.9
Perceived vs. Actual ATOD Use*													
Smoke Cigarettes every day	Perceived Use	n/a	2.8	2.7	n/a	13.6	14.3	n/a	20.8	25.2	n/a	20.4	24.3
	Actual Use	0.3	0.2	0.1	0.8	1.1	0.9	2.4	2.9	2.3	4.6	3.8	3.5
Drank Alcohol in past 30 days	Perceived Use	n/a	3.3	4.5	n/a	18.6	22.7	n/a	35.3	41.1	n/a	39.2	43.4
	Actual Use	1.9	2.1	1.8	8.6	9.3	8.7	15.9	15.7	15.9	21.1	20.5	19.0
Used Marijuana in past 30 days	Perceived Use	n/a	1.4	1.5	n/a	13.3	13.6	n/a	23.6	26.9	n/a	25.3	27.9
	Actual Use	0.3	0.4	0.3	2.9	3.0	2.4	6.8	7.4	6.5	10.0	9.5	7.4

*Perceived ATOD use was not asked in 2003

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Prevention Online

<http://ncadi.samhsa.gov/>

Center for Substance Abuse Prevention

<http://prevention.samhsa.gov/>

Monitoring the Future

Survey Research Center
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National Survey on Drug Use and Health

<http://www.oas.samhsa.gov/nsduh.htm>

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Park City, UT 84060
435-649-8347
Email: Juliebl@vmh.com

Tooele Planning District

Julie Spindler
Valley Mental Health
100 South 1000 West
Tooele, UT 84074
435-843-3538
Email: julies@vmh.com

Utah County Planning District

Pat Bird
Utah County Div. of Substance Abuse
151 South University Avenue Suite 3200
Provo, UT 84606
801-851-7126
Email: PATBI.UCADM@state.ut.us

Wasatch Planning District

Trudy Brereton
Heber Valley Counseling
55 South 500 East
Heber, UT 84032
435-657-3227
Email: tbrereton@co.wasatch.ut.us

Weber Planning District

Paula Price
Weber Human Services
237 26th Street
Ogden, UT 84401
801-625-3674
Email: paulap@weberhs.org

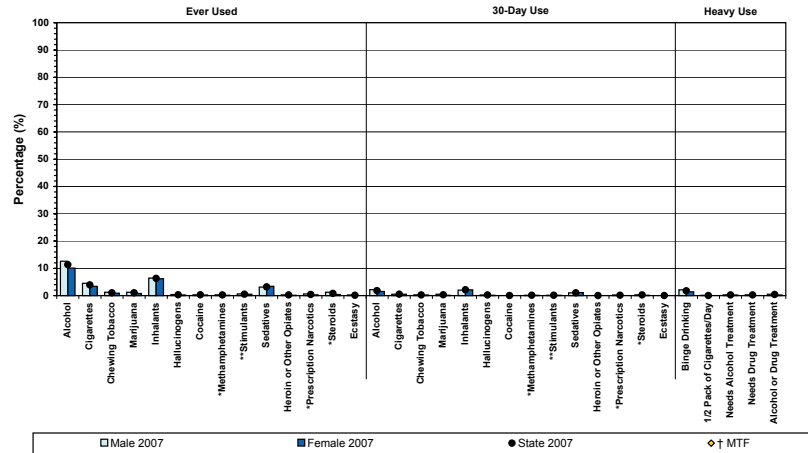
**This Report Was Prepared
for the State of Utah,
by Bach Harrison L.L.C.**

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R. Steven Harrison, Ph.D.
R. Paris Bach-Harrison, B.F.A.
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Mary VanLeeuwen Johnstun, M.A.

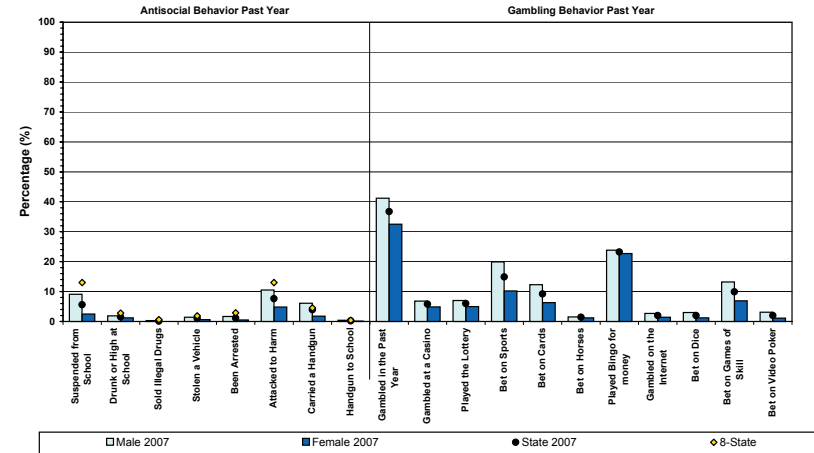
6th Grade

Utah Male and Female Profile Report Charts

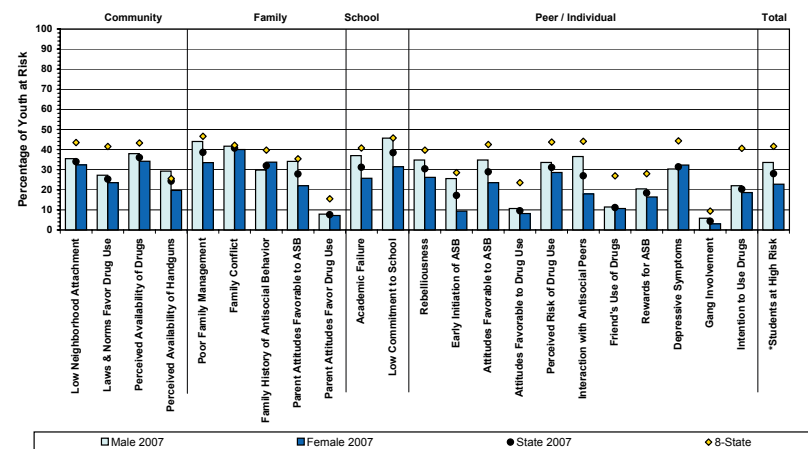
LIFETIME, 30 DAY & HEAVY ATOD USE
2007 All Students by Gender Student Survey, Grade 6



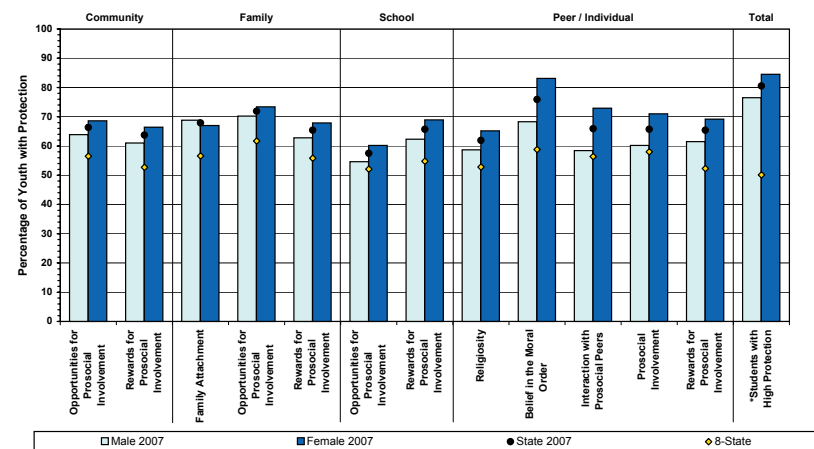
ANTISOCIAL BEHAVIOR AND GAMBLING*
2007 All Students by Gender Student Survey, Grade 6



RISK PROFILE
2007 All Students by Gender Student Survey, Grade 6



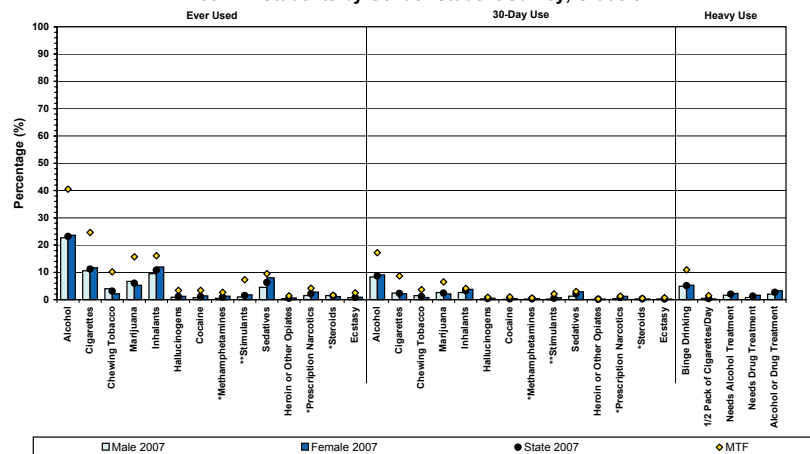
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2007 All Students by Gender Student Survey, Grade 6



8th Grade

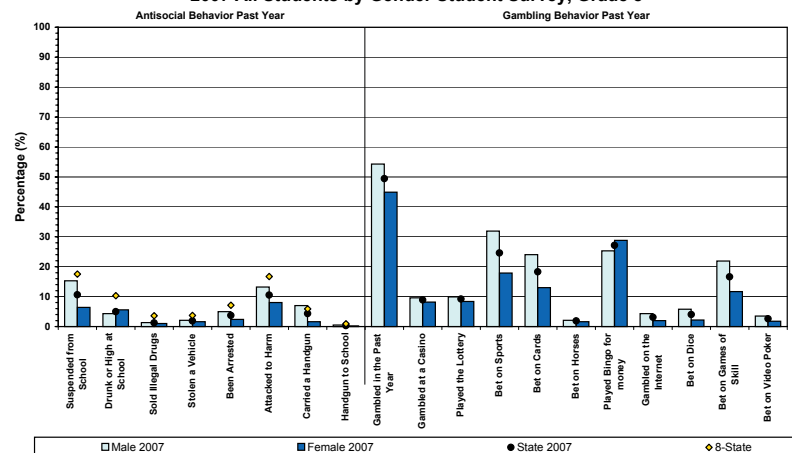
Utah Male and Female Profile Report Charts

LIFETIME, 30 DAY & HEAVY ATOD USE
2007 All Students by Gender Student Survey, Grade 8

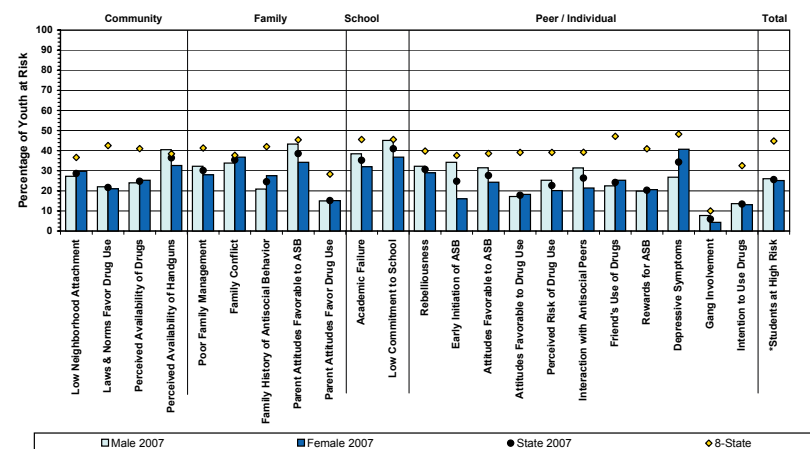


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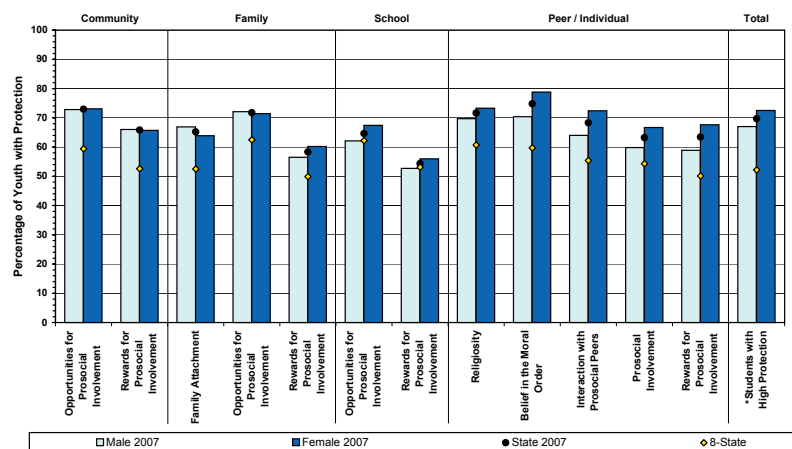
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RISK PROFILE
2007 All Students by Gender Student Survey, Grade 8



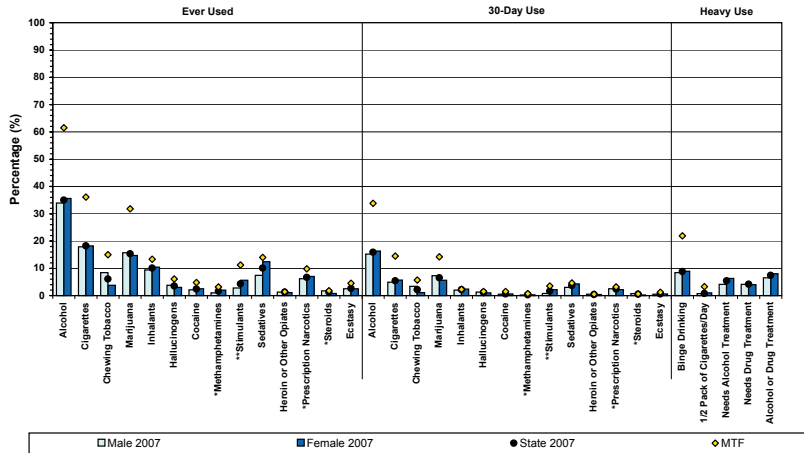
PROTECTIVE PROFILE
2007 All Students by Gender Student Survey, Grade 8



10th Grade

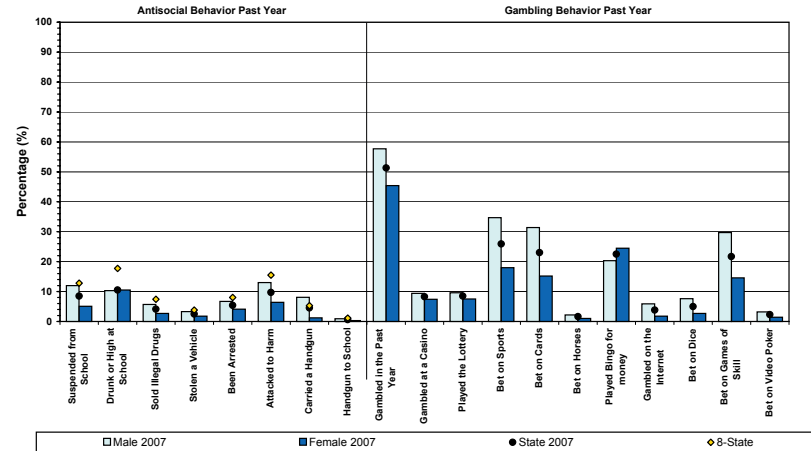
Utah Male and Female Profile Report Charts

LIFETIME, 30 DAY & HEAVY ATOD USE
2007 All Students by Gender Student Survey, Grade 10

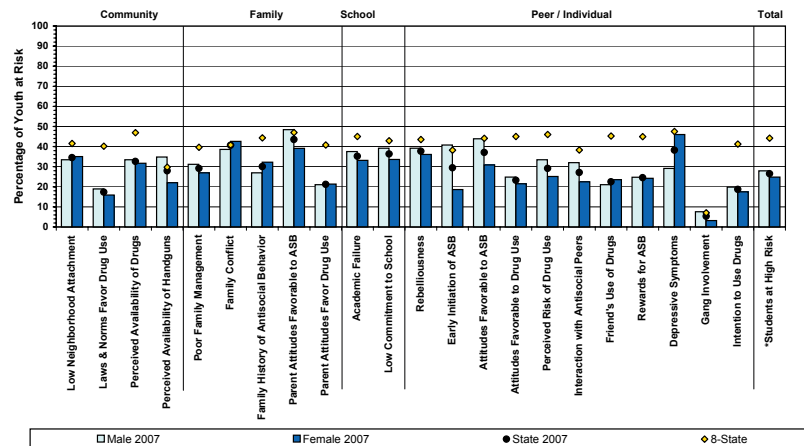


ANTISOCIAL BEHAVIOR AND GAMBLING*

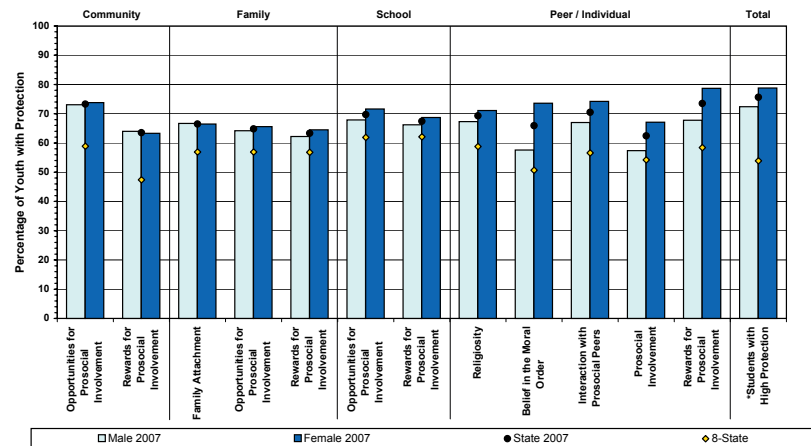
2007 All Students by Gender Student Survey, Grade 10



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2007 All Students by Gender Student Survey, Grade 10



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2007 All Students by Gender Student Survey, Grade 10

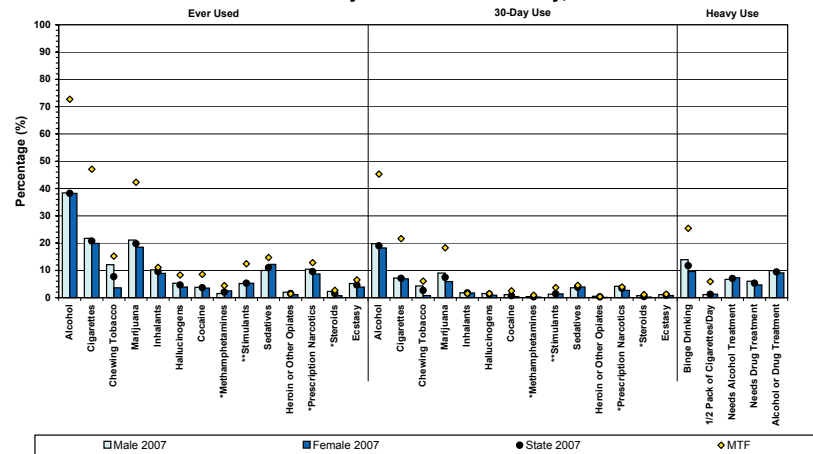


12th Grade

Utah Male and Female Profile Report Charts

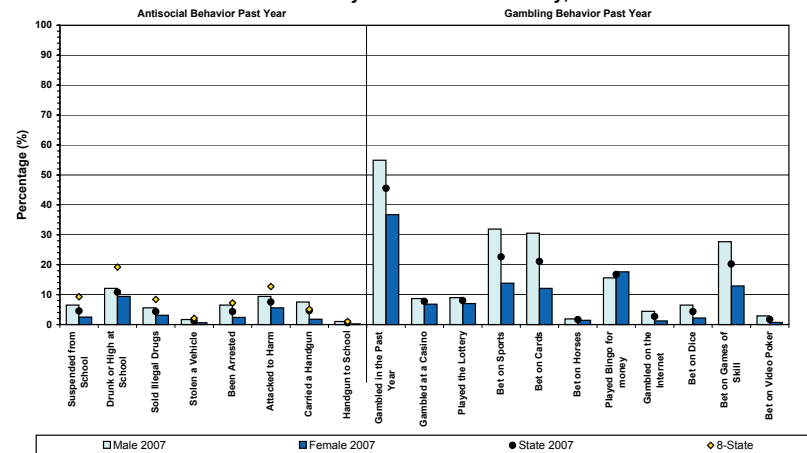
LIFETIME, 30 DAY & HEAVY ATOD USE

2007 All Students by Gender Student Survey, Grade 12



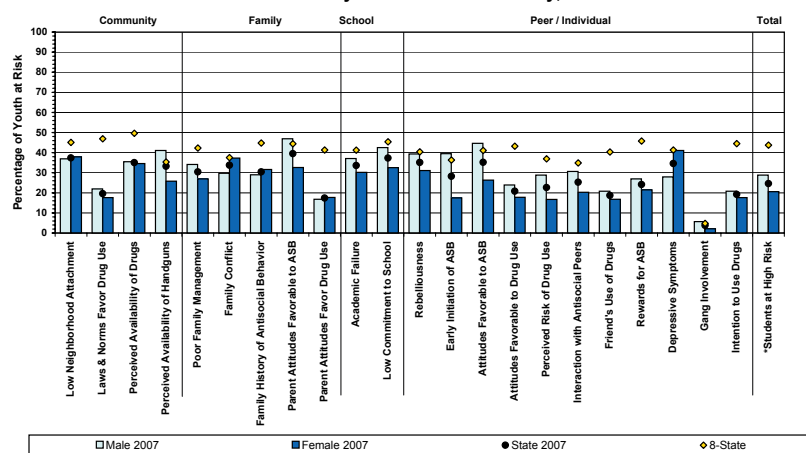
ANTISOCIAL BEHAVIOR AND GAMBLING*

2007 All Students by Gender Student Survey, Grade 12



RISK PROFILE

2007 All Students by Gender Student Survey, Grade 12



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2007 All Students by Gender Student Survey, Grade 12

